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ABSTRACT

This publication contains three parts, all related to the language arts curriculum of the Shawnee Mission Public Schools. The first section provides a detailed outline (with references) of sequenced components representing a progressively difficult set of experiences in reading, writing, speaking, and listening for kindergarten through third grade. The second section contains criterion-referenced test specification samples (with summative goals and instructional components) for composition, the study of language, listening and reading, listening and viewing, and speaking. The third section consists of Lass/Achievement-Awareness Records for each of the four primary levels. (JM)

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K-3

SHAWNEE MISSION

ELEMENTARY LANGUAGE ARTS

- SEQUENCING AND KEYING OF LANGUAGE ARTS SCOPE AND SEQUENCE
- TEST SPECIFICATIONS FOR CRITERION-REFERENCED TESTING
- ACHIEVEMENT-AWARENESS RECORD

ED114-8442

DON ROBERTS, DIRECTOR
LANGUAGE ARTS

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SHAWNEE MISSION PUBLIC SCHOOLS
SEPTEMBER 1975

CS 202 368

PRIMARY EDUCATION K-3

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SHAWNEE MISSION PUBLIC SCHOOLS

Dr. Arzell Ball, Superintendent

Dr. Leonard Molotsky, Associate Superintendent for Instruction

Dr. Terry Parks, Director of Basic Services

Dr. Donald R. Roberts, Director of Language Arts

Dr. James Townsend, Director of Primary Education

ON SEQUENCING AND KEYING...

Curriculum development is a continuous process. To be successful the process must seek teacher involvement, understanding, and dedication to the goals of the process as related to district instructional goals. The reader is encouraged to review the INTRODUCTION of the Shawnee Mission Language Arts Scope and Sequence for a summary of purpose in the study and evaluation of Language Arts.

This sequencing and keying is both an elaboration and refinement of the summative goals and instructional components contained in the original Scope and Sequence. Teachers participating in a summer workshop (1975) took the summative knowledge and skill goals for grades 3, 6, 9, and 12 and combined them into a single summative goals statement. Next, they took the summative instructional components and sequenced the components by recommended grade level experiences. It should be noted, however, that the sequenced components are not to be considered discrete and inflexible. For example, if a seventh grade student is ready, according to teacher diagnosis, for the indicated ninth grade experience, the student should be provided that experience.

The sequenced components are meant to represent a logical progressive set of experiences according to difficulty. Any use of the components should be relative to student need.

Workshop participants began keying the sequenced components to district resources. Time would not permit completion of this task, but it is hoped that the format for keying is such that teachers may continue the keying process throughout the school year and share their work with other district teachers.

Teachers who participated in the Sequencing and Keying Workshop (1975) and the i.t.a. Keying Workshop (1975) were:

Jim Townsend	*Director Primary Education*	*Cynthia Johnson*	*Highlands*
Mary Jo Rahatz	*Reading Coordinator*	*Lou Stanley*	*Belinder*
Eleanor Babb	*Ray Marsh*	*Dottie Wagner*	*Pawnee*
Ruth Ann Coaker	*Bluejacket*	*(next page for i.t.a. workshop)*	

The above were selected by their respective area language arts committees to participate in the workshop.

Don Roberts, Director of Language Arts, wishes to express his appreciation to the teachers who participated in the workshop for the excellent job that was done. It is hoped that all educators in the district will make a concerted effort to acquaint themselves with the sequenced statements and keyed resources, will continue to refine these statements, in practice, to meet the needs of students, and will continue to provide meaningful input for continued curriculum development.

Donald R. Roberts

September 1975

i.t.a. Workshop Participants

Dorothy Blackburn	Social Studies/Language Arts Coordinator
Jim Townsend	Director Primary Education
Mary Jo Rahatz	Coordinator of Reading

Comanche, Jim Owens, Host Principal

Phyllis Bernard
Judy Solenberger
Helen Holton*
Linda Johnson
Cindy Moy
Betty Kennedy
Cheryl Evilsizer
Phyllis Likes
Sharon Walker
Jan Niccum
Mona Hughes
Lois Trainor

Highlands, Peggy Ward, Principal

Sylvia Berg
Cynthia Johnson
Marie Frederick
Margaret Andes
Edith Boys
Sherilyn Seitz
Maree Brooks
Mary Alice Freel

Sequoyah, Carlton McNair, Principal

Nancy Beal*
Christine Ferguson
Dollie Noyes

Overland Park, Eldon Kastler, Principal

Pam Gray
Barbara Hucke
Janet Cleveland*

Porter, George Dietrich, Principal

Mildred Foard
Ruth Gibson
Eleanor Kennedy
Eleanor Weholz
Lou Ann Velez
Steve Scholl
Irene Thomas
Lyla Hoyland
Carolyn Fendorf

Prairie, Wayne Morris, Principal

Geraldine Marshall
Dorothy Rivers

Other Participants

Bob Phillips, Tomahawk*
Maxine Allen, Special Education

Consultants: Dr. Harold J. Tanyzer
Professor of Reading, Hofstra University, Hempstead, New York

Eva Boyd
Director of Reading and Language Arts, Lompoc, California

The support of the principals of the participating i.t.a. schools added greatly to the success of the workshop.

*Leaders

SHAWNEE MISSION SCHOOLS
COMPOSITION K-3
SUGGESTED SEQUENCE

LANGUAGE ARTS GOALS

THE STUDENT SHOULD KNOW that sentence structure, vocabulary, punctuation, correct spelling, and organization of thought are required for effective writing and SHOULD BE ABLE TO use basic composition skills to translate oral communication to written form.

Instructional Component

COMMUNICATE A SIMPLE IDEA IN WRITING

Sequence	K	1	2	3
	Emphasis on dictating a simple idea	*Emphasis on writing a simple sentence*	*Emphasis on communicating a simple idea in writing of more than one sentence*	*Emphasis on communicating a simple idea in paragraph form*
Resources	Laidlaw, Listening and Talking, K (1975) Education Center, Kid Cards, Primary (1975) These are useable from K-6 Educational Research Council (i.t.a.), Readiness Guide, Lessons 1-9 (1975) Reading for Little Ones (i.t.a.) Vol. 1, pp. 1, 2,3	Patterns of Language, Level 1, American Book Company (1974): Word order in statements pp. 33,42,52,87,107,116 Word order in questions pp. 37,42,83-84,112,116 Group composition pp. 40, 95,103 Storytelling with pictures pp. 47,50,80 Completing stories pp. 9, 53,80 Answering questions with sentences p. 105 Writing sentences pp. 27, 36,45,52,53,55,61,64-68, 78,83,87,92,105 i.t.a. Publications (1966) Dinosaur Ben (teacher's manual) pp. 20,23 Houses (teacher's manual) pp. 1, 9,32,48,59 Books 2-3 (teacher's manual) pp. 7,9,43 Book 4 (teacher's manual) pp. 3, 13,22,31,33,39 Book 5 (teacher's manual) pp. 58, 65,76,82 Book 8 (teacher's manual) pp. 60, 61,62,64,66,70,71,72,74,75,77,78, 81,83	Patterns of Language, Level 2, ABC (1974): Word order in sentences pp. 8,11,81,137,143 Expanding sentences pp. 127, 128,130,131 Paragraphs and sentences: Explaining pp. 13,19,50,65, 69,78,79,86,95,132-133,135, 140,145 Describing pp. 7,14,15,45,47, 59,66,77,79,92,113,116,130, 131,141,154 Following directions pp. 90, 91,95,152 Conversation pp. 35,110,119, 122,123,136 Personal opinion pp. 63,73,75, 97 Riddles pp. 57,60 Answering questions p. 17 Asking questions pp. 18,76,81, 137,143 Ginn and Company, How It is Nowadays (TE) Level B (1969) pp. 77,83,95,111,117,129,149, 228,241,301,318,342 The Dog Next Door and Other Stories, Level 7, Ginn (1969) pp. 33,83,94,103,129,134,142	Patterns of Language, Level 3, ABC (1974): Paragraphs and sentences: Explaining pp. 16,42,82, 97,101,148,216,258,260,269, 273,295 Showing multiple meanings pp. 25,66,152,184-185 Describing pp. 39,41,95, 99 Beginning of paragraph pp. 16,119,240,255,271

Continued on Back

Continued on Back

1	2

Educational Research Council, Language Arts Transition (1975) Blast Off/In Orbit/ Splash Down (TE) pp. 15,23,143 (pupil's workbook) pp. 115

Film: "From Words to Sentences" #084758

Harper and Row, Words I Like To Read and Write, O'Donnell

154,159,190,212,218,228,256, 310,316,344,350,354,359,381, 382,405,414

Houghton Mifflin, Secrets, Level 6 (1971) See index "Making Sense Out of Scrambled Words"

i.t.a. Publications, Writing and Perception, Level 2 (1968) pp. 7,9,10,11,12,13,15

Books 2-8 (i.t.a.) See pagination in Grade 1 sequence

Blast Off, ERC (1968) See pagination in Grade 1

Lyons and Carnahan, Young America Series, Level 7 (1972) pp. 115,116,150, 166,183

Laidlaw, Listening, Reading, Talking and Writing (1975) Chapter 1: pp. 9-11; Ch. 4: 59-61

Education Center, Kid Cards, Primary (1975) These are useable from K-6

Instructional Component

WRITE A SIMPLE SENTENCE

1. WRITE CORRECT EXAMPLE OF FOUR SENTENCE TYPES.
2. USE CORRECT PUNCTUATION AND CAPITALIZATION.
3. IDENTIFY AND USE SUBJECT AND PREDICATE IN WRITING SENTENCES.

Sequence	K	1	2	3
	1. Emphasis on recognizing declarative and interrogative sentences in oral form *2. Emphasis on recognizing capital letters for proper nouns, "I," sentence beginnings, and punctuation, period and question mark*	*1. Emphasis on recognizing declarative and interrogative sentences in oral and written form* *2. Emphasis on using capital letters for proper nouns, "I," sentence beginnings and end punctuation, period and question mark, in written form* *3. Emphasis on introducing naming and action words*	*1. Emphasis on recognizing declarative, interrogative, and exclamatory sentences in oral and written form* *2. Emphasis on using capital letters for proper nouns, "I," sentence beginnings and end punctuation, period, question mark and exclamation mark, in written form* *3. Emphasis on introducing nouns and verbs*	*1. Emphasis on writing correct examples of declarative, interrogative, exclamatory, and imperative sentences* *2. Emphasis on using correct punctuation and capitalization (introduce comma and quotation marks)* *3. Emphasis on identifying and using subject and predicate in writing sentences*
	ERC, Reading For Little Ones, Vol. 1, Units 13,14,15,16-17 ERC, Readiness Guide, Lessons 1-19 Allyn and Bacon, Learning About the World, Unit 1-2 Peabody Kit, P and Level 1 CATV, "Let's Learn To Talk"	Patterns of Language, Level 1, ABC (1974): Capital Letters: First word in sentence pp. 27, 29,33,36-39,48,87,97-98,103, 106-107,112 Names of persons and pets pp. 6,12,23,26,39,41,98 Period: After statements pp. 27,29,32, 33,36,52,87,88,98,103,106,107, 112 Question Mark: End punctuation in question pp. 37,38,48,83,97,106,112 Classifying sentences (Telling or Asking) pp. 53,83 Initials pp. 25,45,109 Names of days of the week pp. 28,59,98,109 Continued on Back	Patterns of Language, Level 2, ABC (1974): Capital Letters: First word of sentence pp. 7,8, 11,16,21,34,40,71,75,80,81,153 Names of months pp. 74,80,83, 138-139 Names of days, special days, holidays pp. 50,51,64,71 Names, titles of persons and pets pp. 14,19,21,80,81 102, 103,107,138,139,143,154 Names of streets, towns, cities, states pp. 47,51,89,95,33,103, 107 Period: After statements pp. 7,8,11,21, 71,75,80,81,153 Question Mark: End punctuation in question pp. 16,21,40,75,80,81,137,143,153 Continued on Back	Patterns of Language, Level 3, ABC (1974): Period: After statements pp. 10-11,19, 27,64,82,85,100,102,119,120, 204,205,232,237-238,240,255, 265,266,302 After abbreviations pp. 117, 118,119,133,134,135,232 After initials pp. 8-9,27, 205,240,302 In written conversation pp.87, 100,163-164,239 Question Mark: End punctuation in question pp. 10-11,27,49,64,85,100,119,232, 265,266,302 In written conversation pp. 87, 100,163-164,239 Quotation Marks: Around exact words of speaker Continued on Back

1	2	3
i.t.a. Publications (1966) Dinosaur Ben (TE) pp. 20,23 Houses (TE)pp. 1,9,32,48,59 Books 2-3 (TE) pp. 7,9,43 Book 4 (TE) pp. 3,13,22,31,33,39 Book 5 (TE) pp. 58,65,76,82 Book 8 (TE) pp. 60,61,62,64,66, 70,71,72,74,75,77,78,81,83 ERC, Language Arts Transition (1975) Blast Off/In Orbit/ Splash Down (TE) pp. 15,23,143 (pupil's workbook) p. 115 also see-- Dinosaur Ben (TE) pp. xiii,66 Books 2-3 (TE) p. 48 Dinosaur Ben (TE) pp. xv,66 (beginning sentences) Books 6-7 (Workbook and Teacher's Manual) pp. 39,45,46 Book 4 (TE) pp. 25,29.30,31,33, 34 Book 5 (TE) pp. 44,45,48,59	in written conversation pp. 110 Pronoun pp. 5,7,11 ERC, Language Arts Transition Blast Off/In Orbit/Splash Down (1975) (TE) pp. 21,30,31,32,34, 36,44,51,169,174,231,236 and Blast Off (Workbook) pp. 132-181 Finn, Level 7 (TE) p. 413 Houghton Mifflin, Rewards, Level 7 (1971) pp. 178,197 Panorama, Level 8, HM (1971) see Index "punctuation" Lyons and Carnahan, Young America Series, Levels 7-8, p. 1 (reference) i.t.a. Publications, Punctuation and Capitalization, Level 2 (1968) pp. 6,15,17,18,20	pp. 86-87,100,163-164,239,302 Continental Press, Language Skills Test, LST 1-24 (1972) SVE Filmstrip, "Basic English Usage--The Sentence," A13358

Instructional Component

DEMONSTRATE CONFIDENCE IN USING ORAL VOCABULARY IN WRITTEN WORK

Sequence	K	1	2	3
	Emphasis on viewing the student's own words in written form after dictation	*Emphasis on copying dictated stories (the student's own story)*	*Emphasis on beginning to use oral vocabulary in written work*	*Emphasis on using oral vocabulary in written work*
Resources	ERC, Sound and Symbols (1968) Units 7-28 Peabody Kit 1, Lessons 5,9,11,14,15,20,27	Macmillan, Read and Tell, 1,2,3 i.t.a. Publications (1966) Ready for Reading (TE) pp. 1,2,14,26,35,40,41,44,52, 58,59 (Pre-Primer) Books 1-3 (TE) p. 43 Book B (TE) pp. 61,62,64, 66,67,70,71,74,77,78,81, 83	Patterns of Language, Level 2, ABC (1974): Writing: Paragraphs and sentences Explaining pp. 13,19,50,65, 69,78,79,86,95,132,133,135, 140,145 Describing pp. 7,14,15,45, 47,59,66,77,79,92,113,116, 130 Combining sentence parts and expanding pp. 70,71,126, 127,128,130,131,141,154 Following directions pp. 90,91,95,152 Conversation pp. 35,110, 119,122,123,136 Personal opinion pp. 63, 73,75,97 Riddles pp. 57,60 Answering questions p. 17 Asking questions pp. 18, 76,81,137,143 i.t.a. Publications (1968) Growing with Language Program, Laboratory Manuals, Books 1-10, see workbook pages following stories Writing and Perception, pp. 2, 4,6,7 Book B, see pagination in Grade 1 sequence Lyons and Carnahan, Young America Series, Levels 7-8, p. 1 (reference)	

Instructional Component

ORGANIZE IDEAS INTO PROPER SEQUENCE AND PROPER RELATIONSHIPS

Sequence	K	1	2	3
	Emphasis on organizing ideas into proper sequence in oral language	*Emphasis on organizing ideas into proper sequence and proper relationships in oral language*	*Emphasis on organizing ideas into proper sequence in written form*	*Emphasis on organizing ideas into proper sequence and proper relationships in written work*
Resources	Peabody Kit P, 1,11 Allyn and Bacon, Learning About the World, Unit 2, sec. B Laidlaw, Listening and Talking (1975) Follett, Language and Thinking Program-Action Kit, cards and transparencies	Follett, Language and Thinking Program-Action Kit, cards and transparencies Patterns of Language, Level 1, ABC, (1974): Discussion throughout text Interpreting pictures pp. 1, 2,24,80,103-105 Interpreting picture stories pp. 1,9,38,47,80,103 Personal experience p. 43 Communication through pantomime p. 80 Communication through gestures p. 81 Communication through pictures pp. 47,80,92,99, 102,104 i.t.a. Publications (1966) Ready for Reading (TE) pp. 1,2,14,26,32,40,58,59 Dinosaur Ben (TE) pp. ix, 2,26,31,32 Mouses (TE) pp. 9,39 Books 2-3 (TE) pp. 40,55,68 Book 4 (TE) pp. 3,13,22,31,33, 39 Book 5 (TE) pp. 56,65,76,82	Patterns of Language, Level 2, ABC (1974): Classifying items into groups pp. 3,15,26,85,88,108-109,142, 143,149 Planning a project pp. 65,66, 71,79 Telling stories pp. 37,39,41, 44,49,94,114,115,118,119,126 Houghton Mifflin, Rewards, Level 7 (1971) pp. 185,196,206 Lyons and Carnahan, Young America Series, Levels 7-8, p. 1 (reference) Ginn, How It Is Nowadays, Level 8 (1969) pp. 184,185, 246,280,290,305,263 Skys and Wings, Ginn, Level 7 (1969) pp. 33,83,94,103,129, 134,142,154,159,190,212,218, 228,256,310,316,344,350,354, 359,381,382,405,414 i.t.a. Publications (1966) Thinking and Understanding, pp. 8-12 Books 6 and 8, see pagination in Grade 1 sequence	Patterns of Language, Level 3, ABC (1974): Listing pp. 12,26,29,35,42, 44,50,67,172,196,203,213, 221 Planning a talk pp. 147-148, 161,228,303 Preparing reports pp. 227-232, 237-238,303

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Book B (TE) pp. 61,62,64,66,67,
70,71,72,74,75,77,78,81,83

ERC, Language Arts Transition
Blast Off/In Orbit/Splash Down
(TE) pp. 57,85,213 (Pupil's
Workbook) p. 162

Instructional Component

APPROPRIATELY TITLE HIS/HER WORK

Sequence	K	1	2	3
	Emphasis on dictating an appropriate title for a picture or chart	*Emphasis on writing an appropriate title for a picture or chart*	*Emphasis on appropriately titling his/her work using knowledge of capitalization*	*Emphasis on appropriately titling his/her work to reflect the main idea*
Resources	Allyn and Bacon, Learning About the World and Free To Be You and Me (see lesson guides)	Patterns of Language, Level 1, ABC (1974): Discussion-throughout text Interpreting pictures pp. 1, 2,24,80,103-105 Interpreting picture stories pp. 1,9,38,47,80,103 Personal experience p. 43 Random House, Writing Bug i.t.a. Publications (1966) Ready for Reading (TE) pp. 1, 2,14,26,35,40,41,52,58,59 Dinosaur Ben (TE) pp. 20, 26,27 Houses (TE) pp. 1,9,32,48 Book 4 (TE) pp. 3,13,22,31, 33,39 Books 6-7 (Pupil's Workbook) pp. 26,34,46 Book 8 (TE) pp. 61,62,64,66, 67,70,71,72,74,75,77,78,81,83 ERC, Language Arts Transition Blast Off/In Orbit/Splash Down (TE) pp. 81,211 (Pupil's Workbook) p. 161	Patterns of Language, Level 2, ABC (1974): Discussion-throughout text Informal talks Book characters p. 78 Storytelling p. 6 Reading aloud-poetry pp. 2, 39,82,84,108-109,120,124 Capital Letters: First word in line of poetry pp. 16,54,61 First word of sentence pp. 7,8,11,16,21,34,40,71,80,81, 153 In written conversation pp. 35,110 In titles of stories, books, poems pp. 19,20,21,38,41,49, 54,61,86 i.t.a. Publications Thinking and Understanding (1967) p. 22 Writing and Perception (1967) pp. 1,8,12,13 Lyons and Carnahan, Young America Series, Level 7 (reference, p. 1) and "A Sports Story," p. 113 Young America Series, Level 8, p. 43, "Decisions," p.89 and Onomatopoetic Writing Continued on Back	Patterns of Language, Level 3, ABC (1974): In titles of books, poems, reports pp. 46-47,63,102, 232,240,271 Titles pp. 195-199,204,271

Ginn, How It Is Nowadays, Level 8
(1969) pp. 43,61,340,342,343

I.t.a., Book 8 , see pagination
in Grade 1 sequence

Instructional Component

USE A VARIETY OF FORMS TO EXPRESS HIMSELF/HERSELF

Sequence	K	1	2	3
	Emphasis on dictating personal experience stories	*Emphasis on writing realistic and imaginative stories and rhymes*	*Emphasis on writing original stories and poems*	*Emphasis on using a variety of forms to express himself/herself*
Resources	ERC, Teacher's Guidebook, Unit 13, pp. 5,6 Allyn and Bacon, Learning About the World, Unit 3 Bowmar, Breakthrough Kit Random House, Goal: Language Development, Lesson Plan Cards in Kit	Trend Enterprises, Rhyming Words (re-usable) Wipe-Off Cards (pictures-matching) Random House, Goal: Language Development, Lesson Plan Cards in Kit D.C. Heath, Communicating, Units 6-10 Laidlaw, Listening, Reading, and Talking (1975) pp. 109, 115 i.t.a. Publications (1966) Ready for Reading (TE) pp. 40,41,42,52 Book 4 (TE) pp. 3,13,22,31, 33,39 Book 5 (TE) pp. 58,65,76,82 ERC, Language Arts Transition Blast Off/In Orbit/Splash Down (TE) (1975) pp. 12,44,50,62, 70,75,79,82,85,103,106,109, 116,120,125,137,140,154,169, 214,221,225	Patterns of Language, Level 2, ABC (1974): Writing: Unit 1 pp. 2,3,4,7; Unit 2 pp. 12-13,19; Unit 3 pp. 22,23,24; Unit 4 pp. 35,37,38,39,41;Unit 5 pp. 42-43,44,48,49; Unit 6 pp. 52-53,56,57,60,61; Unit 7 pp. 62-63,65,66, 71; Unit 8 pp. 72-73,78,79; Unit 9 pp. 84,85,86,93,94; Unit 10 pp. 96-97,107; Unit 11 pp. 108-109,110, 113,114,115,116,117,118; Unit 12 pp. 120-121,122, 123,124,126,127,128,130,131; Unit 13 pp. 132-133,134, 136,139,141,143; Unit 14 pp. 144-145,147,148,150, 152 Trend Enterprises, Rhyming Words (re-usable) and Wipe-Off Cards (pictures-matching) D.C. Heath, Communicating, Units 6-10 Laidlaw, Listening, Reading, and Talking (1975) pp. 109,115 Lyons and Carnahan, Young America Series, Level 7: "Factual and Fanciful Stories," p. 69, "Shape Poems," p. 91, "Original Poems," p. 166, and "Story Writing," p. 349	Patterns of Language, Level 3, ABC (1974): Personal experiences pp. 190,289 To express opinion pp. 82, 177,221 To explain pp. 6,148,183, 191,201,224 To describe p. 38 To show feeling pp. 201, 226 To make predictions p. 55 To give directions p. 115 Book reviews pp. 147,194-195 Storytelling pp. 91-93, 254 Reports p. 229 Reading aloud pp. 10,18,88-89,103,197-199,207,232 Making conversation (role playing) pp. 84,96 Guidelines for storytelling p. 92 Guidelines for good speaking pp. 90-91,93,195,199 Random House, "Sights and Sounds," Filmstrips and Cassette, Unit C (1974)

Instructional Component

WRITE LETTERS

Sequence	K	1	2	3
	Emphasis on dictating friendly letters and thank you notes	*Emphasis on writing friendly letters and thank you notes*	*Emphasis on writing friendly letters, thank you notes, and invitations*	*Emphasis on writing social letters and introduce business letters*
Resources			Patterns in Language, Level 2, ABC (1974): Invitations p. 80 Envelopes p. 103 Social letters pp. 138-139, 143 For proper form in letter p. 139 Abbreviations pp. 102,107, 154 Heading of letter pp. 80, 138-139 First word in greeting of letter pp. 80,81,138-139 First word in closing of letter pp. 80,138-139, 143 Film: "Letter to Grandmother," 395.4, Title No. 029164 i.t.a. Publications Writing and Perception, pp. 20,21 Ginn, How It Is Nowadays (1969) Level 8, p. 238 Lyons and Carnahan, Young America Series, Level 8, "Letter Writing," p. 173 and Reference, p. 1	Patterns in Language, Level 3, ABC (1974): Heading of letter pp. 117-118,133,205,271 First word in greeting of letter pp. 119,134,205, 271,302 First word in closing of letter pp. 120,134,271, 302 In addresses on envelopes pp. 121-122,134 After closing of letter pp. 120,134,271,302 After greeting of social letter pp. 118-119,134, 205,271,302

Instructional Component

PUT IDEAS OF OTHERS INTO HIS/HER OWN WORDS

Sequence	K	1	2	3
	Emphasis on retelling stories that have been presented	*Emphasis on beginning to write about stories that have been presented*	*Emphasis on beginning to write about stories that have been presented or the student has read*	*Emphasis on putting the ideas of others into the student's own words from stories and resource materials*
Resources	Peabody Kit P, Lessons 69,72 Laidlaw, Listening and Talking (1975) pp. 60-63 CATV, "Menagerie" CATV, "Storybook Park"	Patterns of Language, Level 1, ABC (1974): Reading: Unit 1 pp. 1; Unit 3 pp. 24,27; Unit 4 pp. 32,36; Unit 5 pp. 44,47,48,50; Unit 6 p. 59; Unit 8 pp. 75,76,82; Unit 9 pp. 85, 88,89,91,92; Unit 10 p. 99; Unit 11 pp. 110,111 Writing: Unit 1 p. 7; Unit 4 pp. 40, 41; Unit 5 pp. 47,53; Unit 6 pp. 55,61; Unit 7 pp. 65, 66,68; Unit 8 pp. 78,83; Unit 9 pp. 87,92,93; Unit 10 pp. 97,98,101,102,103,104, 105; Unit 11 p. 116 Heath, Communicating, Unit 1 (1973) I.t.a. Publications (1966) Dinosaur Ben (TE) pp. xiv Houses (TE) pp. 9,32 Book 4 (TE) pp. 3,13,22,31, 33,39	Patterns of Language, Level 2, ABC (1974): Reading: Unit 1 pp. 1,2-3; Unit 2 pp. 12-13,14,18,19; Unit 3 pp. 22-23,25,29; Unit 4 pp. 32-33,38,39; Unit 5 pp. 42-43,48,49; Unit 6 pp. 52-53,56,60; Unit 7 pp. 62-63; Unit 8 pp. 72-73,77,82; Unit 9 pp. 84-85,87,90; Unit 10 pp. 96-97,104; Unit 11 pp. 108-109,112,113,114,115; Unit 12 pp. 120-121,124; Unit 13 pp. 132-133,134,135, 136; Unit 14 pp. 144-145, 147,148,150,152 Writing: Unit 1 pp. 2-3,4,7; Unit 2 pp. 12-13,19; Unit 3 pp. 22-23,24; Unit 4 pp. 35,37, 38,39,41; Unit 5 pp. 42-43, 44,48,49; Unit 6 pp. 52-53, 56,57,60,61; Unit 7 pp. 62-63,65,66,71; Unit 8 pp. 72-73,78,79;Unit 9 pp. 84-85, 86,93,94; Unit 10 pp. 96-97, 107; Unit 11 pp. 108-109, 110,113,114,115,116,117,118; Unit 12 pp. 120-121,122,123, 124,126,127,128,130,131; Unit 13 pp. 132-133,134,136, 139,141,143; Unit 14 pp. 144-145,147,148,150,152	Patterns of Language, Level 3, ABC (1974): Reading: Unit 1 pp. 2-3, 4-5, 15; Unit 2 pp. 34-35, 36-37, 40,43; Unit 3 pp. 72-73, 74-75,86; Unit 4 pp. 110-111,112-113,123-127; Unit 5 pp. 142-143,144-145,147, 148; Unit 6 pp. 172-173,174-175,197-198; Unit 7 pp. 212-213,214-215,217-221; Unit 8 pp. 244-245,246-247, 261,262; Unit 9 pp. 280-281,285,296 Writing: Unit 1 pp. 2-3,4-5,11, Unit 2 pp. 34-35,36-37,41,47; Unit 3 pp. 74-75,95,97; Unit 4 pp. 112-113,121,128; Unit 5 pp. 142-143,144-145,147, 148; Unit 6 pp. 172-173,174, 175,177,188,201; Unit 7 pp. 212-213,214-215,225,226; Unit 8 pp. 244-245,246-247, 256,263; Unit 9 pp. 280-281,284,296

Continued on Back

i.t.a. Publications
Writing and Perception
(1967) pp. 12,15,25,26
Thinking and Understanding
(1967) pp. 6,7

Ginn, Skys and Wings, Level
7 (1969) pp. 256,382
How It Is Nowadays, Level 8,
Ginn (1969) pp. 39,61,117,149,
160,164,175,182,185,194,212,
228,229,238,241,246,250,300,
309,318,340,342

Growing with Language Program,
Laboratory Manuals, #2, Books
1-10, see workbook pages after
reading stories

SHAWNEE MISSION SCHOOLS
STUDY OF LANGUAGE K-3
SUGGESTED SEQUENCE

LANGUAGE ARTS GOALS

THE STUDENT SHOULD KNOW that language has purpose and meaning and SHOULD BE ABLE TO communicate effectively in his/her enviornment.

Instructional Component

APPLY HIS/HER KNOWLEDGE OF NOUNS, VERBS, AND PRONOUNS THROUGH RECOGNITION AND DISCUSSION, AND EXPANDING USE OF CORRECT FORMS IN ORAL AND WRITTEN EXPRESSION

Sequence	K	1	2	3
	Emphasis on the teacher providing correct models of oral expression	*Emphasis on recognition of singular, plural, proper and common nouns; pronouns; action verbs*	*Emphasis on applying his/her knowledge of nouns, verbs, and pronouns through group discussion and on expanding use of correct forms in oral and written expression*	*Emphasis on learning experience relating to possessive nouns, pronoun case, possessive pronouns, antecedent, active/passive verbs, auxiliaries, irregular verbs, subject/verb agreement, adjectives, and adverbs*
Resources	Peabody Kit P, Lessons 5,8,11,31,34, 61,117 see suggested ideas for creative dramatics prepared by Stormy Shank District Kindergarten Curriculum Guide, "Dramatic Play," Science Units pp. 103-143, and Social Studies, pp. 67-102 CATV, "Let's Learn to Talk"	Patterns of Language, Level 1, ABC (1974): Noun phrase (readiness only) Nouns pp. 31,50,51,85 Verb phrase (readiness only) Verbs pp. 24,36,43,49, 52,54,57,60,62,80,82, 84,85,113,116 Prepositions pp. 32,42, 44,87,91,96,108 Come-came pp. 60,62,113 Did-done pp. 81,84,113 Give-gave pp. 80,84,113 Is-are pp. 49,54,113,116 See-saw pp. 24,30,113 Was-were pp. 57,62,113 Naming self last pp. 43, 54 I.t.a. Publications (1966) Book 4 (TE) pp. 17,23 (Plurals and singulars) Book 5 (TE) pp. 49,50,51, 53,55 (Plurals and Singulars) Continued on Back	Patterns of Language, Level 2, ABC (1974): Noun phrase (readiness only) Nouns pp. 15,30,31,57,58, 127,128,142,154 Proper nouns pp. 14,47,50 Determiners (a, an) p. 10 Pronouns pp. 105,107,121 Verb phrase (readiness only) Verbs pp. 17,21,45,51,68, 69,71,93,95,98,106,107, 117,127,128,129,131,153,154 Prepositions pp. 92,95,141, 143 Basic Sentence Patterns (readiness only) Word order pp. 8, 70, 71, 81,126,131 Writing sentences pp. 13, 43, 75 Film: "Words that Name and Do," 084756 Continued on Back	Patterns of Language, Level 3, ABC (1974): Noun phrase (NP) Noun alone p. 104 Determiner + noun pp. 104-105 Pronoun pp. 105-106 Verb phrase (VP) Verb pp. 138-139 Verb + NP pp. 139-140 Readiness for adverbials Manner pp. 166-167 Time p. 168 Place p. 169 Readiness for tense Plain form pp. 208,274, 275 -s form pp. 209, 274-275 Past form pp. 242-243 Auxiliary Have + verb p. 276 Basic Sentence Patterns Word order pp. 30-33 Subject + predicate pp. 68-69 S NP + VP pp. 70-71 Continued on Back

1	2	3
Book 5 (TE) pp. 48,58 (Proper and Common Nouns) Book 5 (TE) p. 67 (Pronouns) Book 4 (TE) pp. 24,25,28,29, 30-34 (Verbs) Book 5 (TE) pp. 44,45,54,55 76,77 (Verbs) Book 4 (TE) pp. 34-38,40,41 (Possessives) Book 5 (TE) 48,49 (Possessives) Book 5 (TE) pp. 59-68 (Adjectives) ERC, Language Arts Transition Blast Off/In Orbit/Splash Down (1975) pp. 24,33,39,61,65,70, 78,112,149,181 (Pupil's Workbook) p. 119	Laidlaw, Listening, Reading, Talking and Writing (1975) Ch. 3: pp. 41-43 Macmillan, Outline of Skills, Level 8, Section A Ginn, Skys and Wings, Level 7 (1967) pp. 121,156,413	Film: "Words that Add Meaning," 084757 D.C. Heath, Communicating, "Sentence Games, 4-6 SVE Filmstrips, "Basic English Usage: Parts of Speech," A133SA

Instructional Component

USE A VARIETY OF SENTENCE TYPES (DECLARATIVE, INTERROGATIVE, ETC.) IN COMPLETE AND CORRECT FORMS AND ACCORDING TO ACCEPTED CONVENTIONS

Sequence K 1 2 3

See Composition K-3, component B,1

Resources District Kindergarten Guide, pp. 24-30

Instructional Component

USE COMMON SYMBOLS OF PUNCTUATION; PRACTICE APPROPRIATE CAPITALIZATION; EVIDENCE INTERNALIZATION OF BASIC RULES OF SPELLING; AND ENGAGE IN SUCCESSFUL PROOFREADING EXPERIENCES

Sequence	K	1	2	3
	See Composition, K-3, component B,2	*Emphasis on capitalizing initials (see also, Comp., B,2), and on proofreading, particularly punctuation, capitalization, spelling*	*Emphasis on capitalizing titles of persons and book titles*	*Emphasis on using common symbols of punctuation and capitalization (see also Comp., B,2). Introduce acronyms.* *Emphasis on using basic rules of spelling appropriate to his/her level and on engaging in proofreading experiences involving punctuation, capitalization, spelling, paragraphing, and on eliminating fragments and run-on sentences*
Resources		Patterns of Language, Level 1, ABC (1974): Group composition pp. 40, 95,103 Storytelling with pictures pp. 47,50,80 Completing stories pp. 9, 53,80 Answering questions with sentences p. 105 Writing sentences pp. 27, 36,45,52,53,55,61,64,78,83, 87,92,105 Period: After initials pp. 25,45, 109 i.t.a. Publications (1966) Book 7 (TE) pp. 44 (Punctuation) Book 6 (TE) pp. entire book (Capitalization) Book 7 (TE) pp. 39,52 (Capitalization) Book 6-7 (TE) entire book (Spelling) ERC, Language Arts Transition Blast Off/In Orbit/Splash Down (1975) pp. 186-187	Patterns of Language, Level 2, ABC (1974): In titles of stories, books, poems pp. 19,20, 21,38,41,49,54,61,86	Patterns of Language, Level 3, ABC (1974): Editing: Capitalization pp. 47,53,82, 85,128,130,148,177,188,197, 204,232,256,263,284,287,296, 304 Punctuation pp. 53,82,84-85, 87,128,130,148,177,188,197, 204,232,256,258,263,284,287, 296,304 Indenting pp. 87,148,177,185, 197,232,256,258,263,284,296, 304 Spelling pp. 177,185,188,232 Legible handwriting pp. 16, 47,53,177,185,188,232 Rereading for necessary changes pp. 16,115,128,258, 260,263,284

Instructional Component (NOTE: Component D. of the original SCOPE AND SEQUENCE has been omitted.)

Instructional Component

USE A SELECTION AND FORM OF EXPRESSIONS THAT ARE APPROPRIATE TO A GIVEN PURPOSE

Sequence	K	1	2	3
	As Appropriate to Readiness and Content			*Emphasis on using a selection and form of expression that are appropriate to a given purpose: to inform, to entertain, or to persuade*
Resources	ERC, Reading for Little Ones, Book I, III Prentice-Hall, Advantage, p. 31 CATV, "Picture Book Park"			Language Explora Tapes, Language 100, EPC

Instructional Component

USE ANTONYMS, HOMONYMS, AND OTHER FORMULATIONS OF EXPRESSION IN ENHANCING THE "EFFECTIVE" USE OF LANGUAGE

Sequence	K	1	2	3
	Emphasis on using antonyms, synonyms, and homonyms in oral language (not terms)	*Emphasis on using antonyms, synonyms, homonyms for effective use of language (not terms)*	*Emphasis on using antonyms, synonyms, homonyms for effective use of language (introduce terms)*	*Emphasis on using antonyms, synonyms, homonyms for the effective use of language*
Resources	Creative Teaching Press, Marie's Kindergarten Games that Teach, Book 4	Laidlaw, Listening, Reading and Talking (1975) p. 67 Patterns of Language, Level 1, ABC (1974): Antonyms pp. 56,76,94, 96 Synonyms pp. 93,96 Homophones pp. 45,75 CTP, Marie's Reading Games that Teach, Book 4 i.t.a. Publications (1966) Book 5 (TE) pp. 85,85 (Antonyms and Synonyms) ERC, Language Arts Transition, Blast Off/In Orbit/ Splash Down (TE) pp. 20, 38,62,109,128,140,161,164, 169,177,193 (Pupil's Workbook) pp. 15,126,129,137, 148 and (TE) p. 113 (homophones)	Patterns of Language, Level 2, ABC (1974): Antonyms pp. 100,107 Synonyms pp. 111,119 Homophones pp. 116,119 Ort and Wallace, Word Book, Spelling Program, Level 2 (1974) pp. 52-53 CTP, Marie's Reading Games that Teach, Book 4	Patterns of Language, Level 3, ABC (1974): Antonyms pp. 187-188, 202,240 Synonyms pp. 129,153, 164 Homophones pp. 150-151, 165,298,301 Homographs pp. 298-299, 301 Film:"Fun with Words-- Word Twins," 084755 Continental Press, Language Skills Tests, LST, 1-24 (1972) Scott Foresman, In Other Words--A Beginning Thesaurus (1968)

Instructional Component

USE THESE FORMATIONS WITH EFFECTIVENESS AND CONSISTENCY IN WRITTEN AND ORAL COMMUNICATION

Sequence	K	1	2	3
	Emphasis on the teacher providing oral language models for formations	*Emphasis on learning experiences relating to contractions, compound words, affixes, and tense*	*Emphasis on introducing appropriate learning experiences with tense, contractions, compounds, hyphenated words, and emphasis on rudiments of syllabication (see also, Study of Language-other components and Comp., A)*	
Resources	CATV, Electric Company and Sesame Street CATV, "Let's Learn to Talk"	I.t.a. Publications (1966) Book 4 (TE) pp. 5,6,12,13 17,21,24 (Compound Words) Book 5 (TE) pp. 77,78 (Compound Words) Book 4 (TE) pp. 11,12,15, 16,20,27,28 (Contractions) Book 5 (TE) pp. 45,46 (Contractions) Book 4 (TE) pp. 24,25, 28-34 (Tense Book 5 (TE) pp. 44,45,46, 51,52,54,76,77 (Tense) Book 5 (TE) pp. 79-84, 86 (Syllables) ERC, Language Arts Transition Blast Off/In Orbit/Splash Down (1975) pp. 16,49,50-53,92,102, 109,120,132,150,185,214	Patterns of Language. Level 2, ABC (1974): Compound words p. 151	Patterns of Language, Level 3, ABC (1974): Compound words pp. 296-297,301 Continental Press, Language Skills Tests, LST, 1-24 (1972)

Instructional Components

USE VERBAL AND NON-VERBAL MEANS FOR EFFECTIVE COMMUNICATION

Sequence	K	1	2	3
	As Appropriate to Readiness and Content			*Emphasis on using verbal and non-verbal means for communication: pantomime, gesture, facial expressions, maps, graphs, pictures, globes and dramatization*
Resources	ERC, Readiness Guide, see Index	Patterns of Language, Level 1, ABC (1974): Communication through pantomime p. 80 Communication through gestures p. 81 Communication through pictures pp. 47,80,99, 102,104	Patterns of Language, Level 2, ABC (1974): Nature of communication pp. 24,31,120-121,122,124, 131,136,153 Communication among animals pp. 123,131 Communication through symbols p. 104 Nature of speech and language pp. 24,31,120-121,122,124,131, 153 Communication through pantomime pp. 24,120,121,122 Communication through gestures pp. 24, 120-121,122,124,131 Communication through tone of voice pp. 124,131,153 Communication through maps, pictures pp. 91,95,120,121, 122,128,131,144-145,148	Patterns of Language, Level 3, ABC (1974): Communication through symbols pp. 53,259-260 Communication through pantomime pp. 94-95, 96,103,259,289 Communication through gestures, facial expressions pp. 94-95, 96,103,289 Communication through tone of voice pp. 16-18, 29,98,199 Communication through pictures p. 160

Instructional Component

USE THESE FIGURATIVE DEVICES (METAPHOR, SIMILE, AND PERSONIFICATION) EFFECTIVELY IN ORAL AND WRITTEN COMMUNICATION

Sequence	K	1	2	3
	Emphasis on listening experiences using simile and personification	*Emphasis on introducing the concept of simile and personification (not terms)*	*Emphasis on introducing terms simile, metaphor, and personification*	*Emphasis on creating learning experiences for using simile, metaphor, and personification*
Resources	Laidlaw, Listening and Talking (1975) Ch. 3, pp. 29-32 Peabody Kits ERC, Books 1-14, I.t.a.	D.C. Heath, Communicating, Unit 2 Random House, Skillpacers, orange I.t.a. Publications DeCaprio, Paul's Squeaky and Other Animals (1966) DeCaprio, Willy and the Whale (1965) DeCaprio, The Dog and the Wolf (1965) DeCaprio, The Lion and the Deer (1965) Downing, The Monster (1969) EBE, Puss In Boots (1968) EBE, Little Red Riding Hood (1968) Gagg, The Zoo (1970) McIntosh, The Country Mouse and Other Stories (1964) McIntosh, Animals in the Barnyard (1964) McIntosh, In and Out (1964) McIntosh, The Pumpkin Moon (1964) Peterson, Peter Johnson and His Guitar (1965) ___, Snow White and the Seven Dwarfs (1968) ___, The Rabbit and the Turtle (1965) Garruth, My Book of the Lion and the Mouse and Other Fables (1968)	D.C. Heath, Communicating, Unit 6 Patterns of Language, Level 2, ABC (1974): Compound words p. 101 Multiple meanings pp. 29, 31 Figurative language p. 4 Descriptive language pp. 77,83,137 Random House, Skillpacers, yellow i.t.a. Publications (see grade 1 column)	D.C. Heath, Communicating, Units 2,13,17,18 Random House, Skillpacers, red Film: "Sidewalks and Similes," 152573

Instructional Component

USE LANGUAGE THAT IS SUBTLY APPROPRIATE TO A SPECIFIED OCCASION

Sequence	K	1	2	3
	As Appropriate to Readiness and Content			*Emphasis on using language that is appropriate to the occasion (see Speaking)*

Resources

I.t.a. Publications
Woolley, My Little Book (1968)
Harrison, Ken and Sue Lose a Button (1966)

SHAWNEE MISSION SCHOOLS
LISTENING AND VIEWING K-3
SUGGESTED SEQUENCE

LANGUAGE ARTS GOAL

THE STUDENT SHOULD KNOW the courtesies of listening and viewing and understand the action and sequence of what is presented; should be able to attend to, understand, summarize, and respond to what he/she hears or views individually and as part of a group.

Instructional Component

LISTEN COURTEOUSLY

Sequence	K	1	2	3
	As Appropriate to Readiness and Content			

J. B. Lippincott, (1958)
Manners Can Be Fun
Joslin, What Do You Do, Dear?
Young Scott Books

Instructional Component

UNDERSTAND MAIN IDEA AND RELEVANT IDEA

Sequence	K	1	2	3

Understand main idea and relevant details. As Appropriate to Readiness and Content

Literary Selections:
"Me," de la Mare, p. 2
Millions of Cats, Gag p. 6
"Everybody Says," Aldis p. 7
"Me, Myself and I," Merriam, p. 7
"The Wind and the Sun," Aesop, p. 20
"Who Has Seen the Wind," Rossetti, p. 20
The Complete Nonsense Book, Lear, excerpt, p. 35
"The Squirrel," p. 36
"The Chipmunk," Tippett, p. 36
"Radiator Lions," Aldis, p. 39
"The Gingerbread Boy," p. 44
"Who Am I?" Aldis, p. 45
"This is the House That Jack Built," p. 46
The Little House, Burton, p. 48
"Troubles," Aldis, p. 50
"The Cobbler," Chaffee, p. 56
"Just Like Me," Lang, p. 64
Mother Goose Rhymes, p. 79
Finger Plays for Young Children (Univ. of Minn.) p. 81
"Little Echo," L.A. School District, p. 82
"Merry-Go-Round," Baruch, p. 82
"Song of the Popcorn," Abney, p. 82
Boo Who Used to be Scared of the Dark, Leaf, p. 102

Listening Skills:

Patterns of Language, Level 1, ABC, (1974)
Rhyming words pp. 8, 35, 46, 64-74
Listening to direction words, pp. 3,4
Listening to establish left to right, p. 3
Listening to follow directions, pp. 1, 3, 4, 5, 6, 94, 110
Listening to poetry pp. 2, 7, 35, 46
Listening to stories pp. 6, 20, 44, 48, 102
Listening to riddles pp. 6, 45

Continued on Back

Sound Impressions pp. 92, 100
Initial Sounds pp. 10, 71, 72
Final Sounds pp. 11, 71, 72
Vowels in words pp. 63-70
Consonants in words pp. 71-73

Instructional Component

COMPREHEND AND FOLLOW ORAL DIRECTIONS

Sequence	K	1	2	3
	Listen to and follow oral directions. As Appropriate to Readiness and Content			

Film, "Getting Along in School," Coronet
Filmstrip and Record, "Listening and Following Directions"

"Early Learning Filmstrips," Miller-Brody

EDL Kit, cassettes and student sheets
Filmloop
Ealing Story Starter 4, "Haunted House, Armor House
Educ. Direction, Inc.

Instructional Component

DRAW SIMPLE RELATIONSHIPS AND INFERENCES

Sequence K 1 2 3

Sees simple relationships and draws simple inferences. As Appropriate to Readiness and Content.

Caedman Filmstrips: "Hansel & Gretel and Other Fairy Tales," "Snow White and Other Fairy Tales," Brothers Grimm

CATV "Menagerie and "Picture Book Park"

Tro l Associates Tapes, "Troll Read Alongs"

Film,
"Dick Whittington and His Cat"
"Five Chinese Brothers"
"Goldilocks and the Three Bears"
"Steadfast Tin Soldiers"
"The Ugly Duckling"
See Language Arts, pp. 51-52 in Film Catalogue --
See Poetry, pp. 69-70,
Film Library:
"Little Train," 127137
Study Pictures:
Child's World of Poetry, Talking Pictures, Story Study Prints
Film Library:
"The Lively Art of Picture Books, Film, 028198
"Lollipop Opera" 108473
"Noisy Nancy Norris," 093880
"One Turkey, Two Turkey, 132044

Instructional Component

DEVELOP AUDITORY AND VISUAL MEMORY

Sequence	K	1	2	3

Develop auditory and visual recall. As Appropriate to Readiness and Content.

SVE Filmstrips, "Our World of Sights and Sounds Group I"

Instructional Component

EXPAND VOCABULARY

Sequence

K	1	2	3

Expand receptive vocabulary. As Appropriate to Readiness and Content.

E.R.C., Language Arts Transition (TE)
Blast Off/In Orbit/Splash Down pp. 178,197

CATV "Words Are for Learning"
Encyclopedia Britannica, "We Listen and Learn," Cassette Kit

Instructional Component

CONCENTRATE IN AUDIENCE SITUATION

Sequence	K	1	2	3
	As Appropriate to Readiness and Content			
	Weston Woods, Lollipop Dragon Series			
	CATV "Free to Be"			

SHAWNEE MISSION SCHOOLS
LITERATURE AND READING
SUGGESTED SEQUENCE

LANGUAGE ARTS GOAL

THE STUDENT SHOULD KNOW that language is a tool for exchanging information and should be able to use basic receptive skills to recognize different literary types.

Instructional Component

LITERAL COMPREHENSION: FOR A GIVEN LITERARY SELECTION OR SELECTIONS, THE STUDENT SHOULD BE ABLE TO RECOGNIZE:

1. A SPECIFIED NUMBER OF FACTS
2. CHRONOLOGICAL ORDER OF EVENTS
3. MAIN IDEA
4. DIFFERENCE BETWEEN FACTUAL AND NON-FACTUAL ELEMENTS
5. SIMILARITIES AND DIFFERENCES IN PRESENTATION OF COMPARABLE CONTENT

Sequence — K — 1 — 2 — 3

As Appropriate to Readiness and Content

Wonder Books, Mr. Pine's Mixed-up Signs, Kessler, (1961)

Scholastic Book Services, Curious George, Rey, (1941)
Crictor, Ungerer, (1958)
Georgie and the Noisy Ghost, Bright, (1971)
Make Way for Ducklings, McCloskey, (1941)
The Five Chinese Brothers, Bishop, (1938

Burke, London, Things People Often Say, Edwards and Gibbon, (1969)
The New House, Peterson, (1966)
The Lost and Found, Beim, (1965)
Simon Small Moves In, Lindgren, (1956)
The Little Auto, Lenski, (1965)
Weather, Burke, London, (1967)
Opposites, Burke, Edwards and Gibbon, (1967)
Places, Burke, Edwards and Gibbon, (1969)
The Little Old Woman Who Forgot Everything, Burke, Beattie, (1968)
Torkel, Burke, Knutsson, (1970)
About? Burke, Shoesmith, (1970)
About Claus? Burke, Shoesmith, (1970
About Feathers? Burke, Shoesmith, (1970)
Do You Know About Tales? Burke, Shoesmith, (1970)

Parent's Magazine Press Co., Henrietta & the Hat, Natts, (1962)

Continued on Back

Scholastic Book Service, Nancy and Jeff, Farrell, (1972)
Moonbeam & Rocket Ride, Wasserman, (1965)
Over In the Meadow, Wadsworth, (1971)
Young Readers Press, Wadsworth, Which Is Willie? Bright, (1962)

Ernest Benn, The Leader of the Band, Wilson, (1967)
Peter Climbs a Tree, Beresford, (1966)
Little Bear's Pony, Bisset, (1966)

Burke, London, The New House, Peterson, (19[illegible])
Where & Which Way, Edwards and Gibbon, (1969)
What Things Are Made Of, Gibbon, (1968)
Do You Know About Wings? Shoesmith, (1970)
The New Bridge, Peterson, (1969)
The Clown, Joyce, (1969)
The New Road, Peterson, (1967)
Peter Climbs a Tree, Beresford, (1966)

Benefic Press, Cowboy Sam, Chandler, (1971)
Cowboy Sam & Dandy, (1971)
Cowboy Sam & Miss Lily, (1971)
Dan Frontier, Hurley, (1966)
Dan Frontier and the New House,
Dan Frontier and the Big Cat,
Dan Frontier & Trapper, Hurley, (1970)

i.t.a. Publications, The Bus From Chicago, DeCaprio, (1965)
Slider & Other Reptiles, DeCaprio, (1966)
Jim's Moth & Other Insects, DeCaprio, (1966)
Bob's Goldfish & Other Fish, DeCaprio, (1966)
The Train, Fritz, (1965)
Puppies and Kittens, Gagg, (1968)
The Farm, Gagg, (1970)
Topsy-Turvey World, Graham, (1968)
The Little Yellow Car, Holliday, (1965)
The Adventures of the Three Blind Mice, Ivimey, (1965)
Children in the Water, (1966)
Time for Breakfast, (Liebers, (1967)
Nine Fine Gifts, Minshull & Einsel, (1962)
The Ladybird Book of Pets (1969)
Gog Finds a Dog, Rogers & Dadd, (1966)
Ballerina Bess, Seymour, (1965)
The Pond, Seymour, (1970)
The Sandwich, Seymour, (1965)
Rubber Boots, (1965)
Nicky & His Train, Dickens, (1965)
Nicky & Teddy, Dickens, (1965)
Nicky & His Train Goes Swimming, (1965)
Nicky Goes to the Fair, Dickens, (1965)

Follett Publishing Co., Grandfather Dear, (1968)

Encyclopedia Britannica, King Midas, (1968)
Little Thumb, (1968)
Little Mermaid, (1968)
Sinbad the Sailor, (1968)

i.t.a. Publications, The Party, Gagg, (1966)
The Dinosaur & the Dodo, DeCaprio, (1965)
Barry's Pigeon & Other Birds, DeCaprio, (1966)
Paul's Squeaky and Other Mannals, DeCaprio, (1966)
Bob's Goldfish and Other Fish, DeCaprio, (1966)
The Tent, Gagg, (1965)
Magic Carpet to Animal Rhyme Land,

Moonbeam & the Captain, Wasserman, (1968)
Moonbeam, Wasserman, (1967)
Moonbeam is Caught, Wasserman, (1965)
Moonbeam at the Rocket Port, Wasserman, (1965)
Cowboy Sam & Freckles, Chandler, (1971)
Cowboy Sam & Big Bill, Chandler, (1970)
Skippy, the Skunk, Darby, (1963)
Butternut Bill & the Bear, McCall, (1965)
Butternut Bill & the Bee Tree, (1965)
Butternut Bill & His Friends, McCall, (1968)
Butternut Bill & the Big Catfish, McCall, (1965)
Butternut Bill, McCall, (1965)
Butternut Bill & the Big Pumpkin, McCall, (1966)
Pony Rider, Chandler, (1966)
Sailor Jack & the Jet Plane, Wasserman, (1962)
Sailor Jack, Wasserman, (1960)
Sailor Jack & Homer Pots, Wasserman, (1961)
Sailor Jack & Bluebell's Dive, Wasserman, (1961)
Sailor Jack & Eddy, Wasserman, (1961)
Sailor Jack & the Ball Game, Wasserman, (1962)
The Buttons at the Zoo, McCall, (1960)
The Buttons and Mr. Pete, McCall, (1961)
The Buttons and the Whirlybird, McCall, (1960)
The Buttons See Things That Go, McCall, (1960)
The Buttons-Bucky Button, McCall, (1960)
The Buttons and the Pet Parade, McCall, (1961)
Sally, the Screech Owl, Darby, (1964)
Becky, the Rabbit, Darby (1964)
Squeaky, the Squirrel, Darby (1964)
Skippy, the Skunk, Darby, (1963)

i.t.a. Publications, Where Are Arthur and Helen? Downing, (1967)

Continued on Back

Pitman, A Trip to the Moon, Furniss, (1971)
The Story of a Water Drop, Gosling (1971)
The Covenan, Grahan, (1971)
Cuthbert & Kate, the Caterpillars, Grahan, (1971)
The Little Witch Goes to School, Grahan, (1971)
Gulliver's Travels, Grahan, (1971)
Bud, the Cowboy, Grahan, (1971)
The Cat that Coughed, Lansdown, (1971)

Instructional Component

INTERPRETIVE COMPREHENSION: FOR A GIVEN LITERARY SELECTION, THE STUDENT SHOULD BE ABLE TO RECOGNIZE:

1. THAT PREDICTIONS CAN BE MADE RELATIVE TO WHAT WILL HAPPEN NEXT OR AT THE END
2. THAT SOME INFORMATION IS IMPLIED RATHER THAN LITERALLY STATED
3. THAT APPROPRIATE CONCLUSIONS ARE BASED ON FACTS CONTAINED IN THE SELECTION
4. THAT FACTUAL, OPINIONATIVE, AND FICTIONAL STATEMENTS CAN BE CLASSIFIED
5. THAT RELATIONSHIPS EXIST BETWEEN EVENTS, CHARACTERS, AND PLACE

Sequence — K — 1 — 2 — 3

As Appropriate to Readiness and Content

Scholastic Book Services, The Adventures of Spider, Arkhurst, Level 1 (1964)
The Happy Egg, Krauss, Level 1 (1967)
That's What Friends Are For, Heide, (1968)
A Kiss For Little Bear, Minarik, (1968)
A Bargain for Francis, Hoban (1968)
Wolfie, Chenery, (1969)
The Emperor's New Clothes, Anderson, (1949)

E.B.E., Alladin & His Wonderful Lamp, (1968)

I.t.a. Pub.(1970) Helping at Home, Gagg
Billy's Birthday, Hellsing
Lollipop, Burke, (1966)
Peter's Bike, Holland, (1966)
Up and Down, Jardine, (1965)
Stop Pretending, Seymour (1965)
The Tent, Seymour, (1965)
Fun at the Seaside, (1965)
Big Beds & Little Beds, Seymour, (1965)
Brad and Nell, DeCapino, (1965)

Burke, London, Forgot It Was Christmas, (1965)
Buildings, (Edwards and Gibbon, (1969)
The Ambulance, Falk, (1967)
January Takes Lessons, Falk, (1968)

Continued on Back

Knowledge Aid Library Series,
Gorilla?, (1968)
A Bowerbird is a Bowerbird?
Dellis, (1968)
An Ant is An Ant? Dellis, (1968)
A Rat is a Rat?, Dellis, (1968)
A Cat is a Cat?, Dellis (1968)
A Beaver is a Beaver?, Dellis,
(1968)

Scholastic Book Services,
Just in Time for the King's
Birthday, Chance, (1970)
Benny & the Bear, Carteton,
(1960)
We Never Get to do Anything,
Alexander, (1970)
When I Am All Alone, Hopkins,
(1972)
Petey the Pup, Harlan, (1972)
Penny the Poodle, Jansen, (1972)
The Ball That Wouldn't Bounce,
Cebulash, (1972)
The Witch's Christmas, Bridwell,
(1970)
Nancy & Jeff, Farrell, (1972)
Benny's Nose, Cebulash, (1972)
The See-Saw, Cebulash, (1972)
Willie's Pet, Cebulash, (1972)
Happy Birthday to Me, Hopkins,
(1972)

Follett, The O'Learys and Friends,
Berg, (1961)

Instructional Component

ANALYTICAL COMPREHENSION: FOR A GIVEN LITERARY SELECTION, THE STUDENT SHOULD BE ABLE TO RECOGNIZE THAT THE STRUCTURAL AND LITERARY ELEMENTS CAN BE ANALYZED:

1. CHARACTERS WILL HAVE TRAITS AND/OR FEELINGS
2. PLOT REVEALS THE PATTERN OF INCIDENTS
3. EACH SELECTION HAS A CENTRAL THEME
4. EACH SELECTION HAS A SETTING
5. EACH SELECTION HAS A MOOD OR TONE
6. EACH SELECTION HAS A PARTICULAR STYLE

Sequence — K — 1 — 2 — 3

As Appropriate to Readiness and Content

Encyclopedia Britannica, Snow White & the Seven Dwarfs, (1968)
Cinderella, (1968)

Burke, London, Mathew & Eva in the Toy Shop, Falk, (1965)
Mathew Blows Soap, Falk, (1967)
Don't Blame Brandy, Falk, (1970)
Lena & Lisa Have Measles, Hertz, (1965)
Brenda Helps Grandmother, Lindgren, (1966)
Little O's Naughty Day, Unnerstad, (1965)
I Don't Want To, Said Sara, Peterson, (1969)
Grandpa's Straw Hat, Hertz, (1966)
Brenda Helps Grandmother, Lindgren, (1966)
Judy at School, Widerberg, (1968)
Don't Blame Brandy, Falk, (1970)

Ernest Benn Pub., The Boy Who Would Not Say His Name, Vreken, (1965)
Nobody Listens to Andrew, Gelfoil, (1965)
Looking for a Friend, Beresford, (1967)

Frederick Warne Co., The Tale of Timmy Tiptoes, Potter, (1966)
The Tale of Tommy Kitten, (1965)
The Tale of Flopsy Bunnies, (1965)
The Tale of Two Bad Mice, (1965)

Continued on Back

Scholastic Book Services, Pelle's New Suit, Beskow, Level 1, (1972)
Monkey Trouble, Well, (1971)
No Roses for Harry, Lion, (1971)
Bread & Jam for Frances, Hoblen, (1964)
A Very Special House, Kraus, (1953)
The Three Little Pigs, Goldone, (1970)
Is This a Baby Dinosaur? Selsam, (1971)
Hidden Animals, Selsam, (1947)
Benjamin Budge & Barnaby Ball, Heide, (1967)
Gravity and the Astronauts, Freeman, (1967)
Why Can't I? Bendick, (1969)
The Hungry Thing, Slepian, (1967)

i.t.a. Publications, Poems About Everything, Herne, (1966)
Tony in the City, Holland, (1966)
Ken & Sue Go to School, Harrison, (1966)
Ken & Sue Visit Grandfather, Harrison, (1966)
Ken & Sue Go to a Motor Race, Harrison, (1966)
Magic Carpet to Pudding Pie Land, (1965)
My Book of Hansel & Gretel, (1964)
Olaf Reads, Lexau, (1965)
Doubting Thomas, Watts, (1965)
The Hippopotamus, Herne, (1965)
The Biggest Splash, Jarvis, (1965)
The Pipe Piper, (1968)
The Red Robber of Larado, Webster, (1966)
The Ladybird Book of Pets, Osmond, (1964)
Puppies & Kittens, Gagg, (1968)

SHAWNEE MISSION SCHOOLS
SPEAKING K-3
SUGGESTED SEQUENCE

LANGUAGE ARTS GOAL

THE STUDENT SHOULD KNOW how to adapt spoken language to a specific situation and should be able to communicate ideas orally in a concise, meaningful manner, in correct sequence, appropriate to the situation.

Instructional Component

SPEAK LOUDLY AND CLEARLY ENOUGH TO BE UNDERSTOOD

Sequence	K	1	2	3
	As Appropriate to Readiness and Content			

i.t.a. Publications, 1966
Experience Stories Pictures
Peabody Language Arts Kits,
Levels 2 & 3
DUSCO Kits

CATV "Let's Learn to Talk"

Instructional Component

EXPRESS A COMPLETE THOUGHT

Sequence	K	1	2	3
	As Appropriate to Readiness and Content			

i.t.a. Publications, 1966
Picture Study Pages
Peabody Language Arts Kits
Levels 2 & 3
DUSO Kits

Instructional Component

AVOID RUN-ON FASHION OF TALKING

Sequence	K	1	2	3
	Emphasis on providing the child with a model of oral expression that is clear and concise.	As Appropriate to Content and Readiness		

i.t.a. Publications, 1966
Ready for Reading, pp. 17-31
Peabody Language Arts Kits
Levels 2 & 3
DUSO Kits

instructional Component

NARRATE IN PROPER SEQUENCE

Sequence	K	1	2	3

As Appropriate to Readiness and Content.

D. C. Heath Communicating

I.t.a. Publications, 1966
Experience Stories Pictures

Peabody Language Arts Kit

DUSO Kits

Laidlaw, 1975, Listening, Reading & Talking, (pupil's), p. 13,14,31,63

Instructional Component

USE COURTEOUS SPEECH: 1. TELEPHONE 2. COMMITTEES 3. ADULTS

Sequence	K	1	2	3
	Emphasis on using courteous speech: Proper names and titles, taking turns talking, practicing social amenities (such as saying good morning, excuse me, please, thank you, etc.).	*Emphasis on using courteous speech and on applying social amenities.* Puppet Kits (Peabody & DUSO) Bell Telephone "Telezonia Kit"	*Emphasis on using courteous speech: Telephone manners, committee participation, and conversation.* Houghton Mifflin, Rewards, Level 7, (1971), pp. 85,109, 119,170,198,216,236,310 Ginn, Skys and Wings, Level 7, (1969), pp. 277,282,329	*Emphasis on using courteous speech: Introductions and naming others first.*

Instructional Component

GIVE DIRECTIONS EXPLICITLY

Sequence

K 1 2 3

Emphasis on demonstrating how to do something. Begin to give directions, using temporal, ordinal, spatial, and directional words.

Follett, Language and Thinking, "Directions" Kit
Peabody and DUSO Kits

Ginn, Skys & Wings, Level 7, (1969), p. 350

Instructional Component

RELATE PERSONAL EXPERIENCE

Sequence	K	1	2	3
	As Appropriate to Readiness and Content			

ABC Patterns of Language,
Pitch, stress, juncture p. 82
Communication through pantomime
p. 80
Communication through gestures
p. 81

Instructional Component

RELATE FACTUAL MATERIAL ACCURATELY

Sequence	K	1	2	3

As Appropriate to Readiness and Content (in language arts, social studies, science, and mathematics).

Allyn & Bacon Books,
Our Country
Social Studies
SCIS Science Kits (oral
Feedback

Instructional Component

PARTICIPATE IN CREATIVE DRAMATICS

Sequence	K	1	2	3
	Emphasis on participating in creative dramatics: puppetry, role playing, plays, choral speaking, and finger plays.		*Emphasis on reading a narrative and putting what is read into dramatic form.*	

"On Stage: Wally Bertha & You"
Alex Urban - Puppet Kit

Laidlaw, Listening and Talking
Pantomime - Role Playing

i.t.a. Publications, (1972)
Balloons - (Child's First Writing Book)
Peabody Kits
DUSO Kits

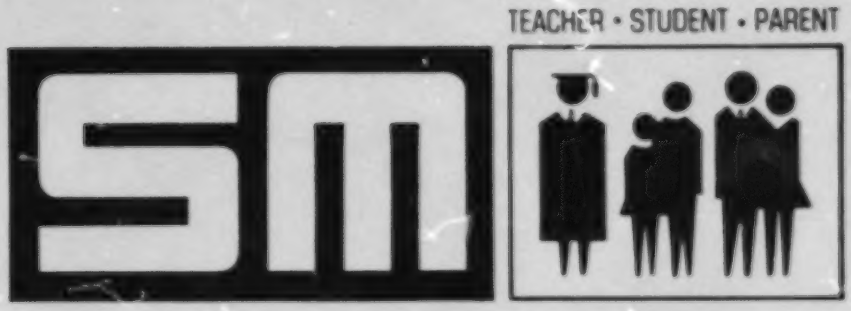
Houghton Mifflin, Rewards, Level 7, (1971), pp. 67,85,109,151, 170,198,236,263,279,310

Ginn, Skys & Wings, Level 7, (1969) pp. 76-77,83,94,187, 235,277,292,316,343,381,386-387, 406

MacMillan, Outline of Skills, IV, Section A, Level 8

Language Arts
Grades K-3

GOAL-COMPONENT ASSESSMENT SYSTEM CRITERION-REFERENCED



SHAWNEE MISSION SCHOOLS

SEPTEMBER, 1975

Don Roberts, Director Language Arts

PRIMARY EDUCATION K-3

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SHAWNEE MISSION PUBLIC SCHOOLS

Dr. Arzell Ball, Superintendent

Dr. Leonard Molotsky, Associate Superintendent for Instruction

Dr. Terry Parks, Director of Basic Services

Dr. Donald R. Roberts, Director of Language Arts

Dr. James Townsend, Director of Primary Education

INTRODUCTION

After involving more than 38 schools in a district Criterion-Referenced Testing Pilot in Language Arts during the 1974-75 school year, a workshop was held during June 9-13, 1975, for the purpose of evaluating the pilot project, the CRT instrument, and for writing test specifications relating to the instructional components of Language Arts Scope and Sequence.

Representing K-3 Language Arts teachers in the workshop were:

Elizabeth Boyce	Santa Fe	Doris Lange	Shawanoe
Virginia Gilbert	Nieman	Ruth Palatas	Somerset
Elizabeth Honeycutt	Flint		

These participants were named by their respective area language arts committees for the CRT workshop.

In writing test specifications (suggested ways for determining the level at which a student is functioning relevant to a given instructional component) the participants were asked to choose a component from Scope and Sequence, designate content limits, set scoring criteria, specify format and directions, and write a sample test item.

Time did not permit thorough completion of the task, but direction has been established.

On the following pages you will find, interspersed with Scope and Sequence goals and components, test specifications relating to components. These statements are summaries of the complete specifications developed during the workshop.

Efforts are now being made to build a pool of valid and reliable test items from which district teachers can draw to aid in curriculum decision making. Some test items, thanks to the participants, can be leased from companies, after comparing our sample items with what the company has to offer. Some items will have to be developed by district teachers. Not all items will be paper-pencil, computer-scored items.

At this time, test specifications have not been broken down by grade levels. This may be accomplished as the item pool is developed. For now, the specifications should be considered third grade summative specifications; of course, teachers may adapt them to suit their building or classroom purpose.

Eventually a building may determine what kind of curriculum information it wants and may select appropriate test specifications. The building may set the number of items it wants per spec and may set the criteria. Test items will be drawn at random from the computer. The district will accommodate

by scoring the test and supplying appropriate print-outs.

It is hoped that this system will afford a data base for decision making which will enable all educators to make prudent decisions for the allocation of effort and resources.

Don Roberts

September 1975

GLOSSARY

ASSESSMENT ITEM--An "assessment item" is an activity or test question which seeks to determine the level at which the student is functioning. The term "assessment" has been chosen in an attempt to avoid the connotation of "finality" or "grade," often associated with the term "test."

COMPONENT--A "component" suggests an instructional experience thought to be a means toward reaching the stated goal. Components are grouped as related to knowledge goals, skill goals, and value goals.

CONTENT LIMITS--Part of a test specification, the "content limit" establishes the parameter for a test item or activity by identifying the specific content which will be covered.

CRITERION-REFERENCED TEST--An assessment instrument to determine the functional level of achievement of students in order that appropriate instructional decisions can be made.

PARAMETER--A quantity that describes a statistical population.

SUMMATIVE GOALS--A "summative goal" is a terminal goal for a designated unit of instructional experience (i.e., at the end of third grade; at the end of sixth grade, etc.).

SUMMATIVE SPECIFICATIONS--As related to "summative goals," "summative specifications" indicate expected learning outcomes at designated grade levels.

TEST SPECIFICATIONS--A "test specification" identifies what is to be measured and how it is to be measured. Test specifications are essential to a criterion-referenced testing program.

SHAWNEE MISSION SCHOOLS
LANGUAGE ARTS
ASSESSMENT POOL

COMPOSITION — SUMMATIVE GOALS AND INSTRUCTIONAL COMPONENTS — LEVEL 3

Knowledge

THE STUDENT SHOULD KNOW that sentence structure, vocabulary, punctuation, correct spelling, and organization of thought are required for effective writing.

Skills

THE STUDENT SHOULD BE ABLE TO use basic composition skills to translate oral communication to written form.

Values

THE STUDENT SHOULD VALUE his/her own experiences and feelings as topics for a carefully prepared composition and should appreciate the writings of others as expressions of their feelings.

Components:

A. Know the four main sentence types

TEST SPECIFICATIONS

C 1. The student will be able to identify four main sentence types.

Are you going to town?	Imperative
Close the door.	Declarative
The house is on fire!	Interrogative
The boy chased the dog	Exclamatory

A. Communicate a simple idea in writing

A. Value literary and personal experiences as starting points for composition

B. Know nouns, verbs, and adjectives as parts of speech

B. Value proofreading as an aid in clarifying his/her communication

C 2. The student will be able to identify nouns, verbs and ajectives.

On sentence 1, mark an X on the noun.
On sentence 2, mark an X on the verb.
On sentence 3, mark an X on the adjective.

The dog ran very fast.
The squirrel ate a nut.
The funny clown made me laugh.

B. Write a simple sentence --
1. Write correct examples of four sentence types
2. Use correct punctuation and capitalization
3. Identify and use subject and predicate in writing sentences

C 3. The student will be able to write a simple sentence for four sentence types (Imperative, Declarative, Interrogative and Exclamatory), capitalization and punctuation.

C. Know that appropriate vocabulary is an important tool in expressing ideas in writing

C. Demonstrate confidence in using oral vocabulary in written work

C. Value neatness in his/her work

C 4. The student will be able to choose the best of the three words underlined which tells about how you might feel at a circus by putting an X on it.

excited, bored, sad

D. Know beginning and ending sentence punctuation

D. Organize ideas into proper sequence and proper relationships

D. Appreciate the courtesy of social communication

C 5. The student will be able to identify correct choice for beginning and ending punctuation.

____ the children played ball.

____ The children played ball

X
____ The children played ball.

E. Know capitalization of proper nouns, titles, days of the week, months, and holidays

E. Appreciate the writing of others

C 6. The student will be able to identify capitalization of titles by choosing correct punctuation.

____ I have just finished Charlotte's web.

_X_ Get the book, Wind in the Willows.

____ I liked pippi longstocking.

E. Appropriately title his/her work

F. Know spelling and punctuation of abbreviations

F. Use a variety of forms to express himself/herself

F. Value the emotional response from his/her audience

C 7. The student will be able to choose from a list the correct form of abbreviations.

Mr.	mr.
mrs.	Dr.
Mrs.	DR.
dr.	MR.

G. Know that objects and events are ordered by time, space, and logic

C 8. The student will be able to put four simple sentences, out of order, into story sequence.

Teacher-selected sentences

G. Write letters

C 9. The student will be able to write letters demonstrating appropriate time, space and logic.

Teacher Assignment

H. Put ideas of others into his/her own words

SHAWNEE MISSION SCHOOLS
LANGUAGE ARTS
ASSESSMENT POOL

Study of Language K-3

STUDY OF LANGUAGE — SUMMATIVE GOALS AND INSTRUCTIONAL COMPONENTS — LEVEL 3

Knowledge	Skills	Values
THE STUDENT SHOULD KNOW that language has meaning and purpose.	THE STUDENT SHOULD BE ABLE TO communicate effectively in his/her environment.	THE STUDENT SHOULD VALUE language as a means of sharing and learning.
Components:	Components:	Components:
A. Know and identify nouns (Proper and common, concrete and abstract, singular and plural, possessive); verbs (action and being, auxiliaries, regular and irregular); and pronouns (noun conversion, antecedents)	A. Apply his/her knowledge of nouns, verbs, and pronouns through recognition and discussion, and expanding use of correct forms in oral and written expression	A. That language is composed of parts that have form and function and that proper and effective use of "parts" enhances communication

SL 1. The student will identify four proper nouns by placing an X beside each.

X	Tom	_____	skate
_____	banana	_____	Sally
_____	Jean	_____	Flip

SL 2. The student will identify four common nouns by placing an X beside each.

X	doughnut	_____	Jane
_____	boy	_____	town
_____	Jim	_____	money

SL 3. The student will identify four singular nouns by placing an X beside each.

_____	ducks	_____	pony
X	ball	_____	toys
_____	rabbit	_____	girl

SL 4. The student will identify four plural nouns by placing an X beside each.

X	dresses	_____	turtle
_____	shirts	_____	snake
_____	boxes	_____	crackers

SL 5. The student will identify four possessive nouns by placing an X beside each.

__X__ Tom's	_____ gate
_____ cats	_____ Sally's
_____ women's	_____ father's

SL 6. The student will identify four action verbs by placing an X beside each.

__X__ running	_____ are
_____ sleeping	_____ hopping
_____ is	_____ snarling

SL 7. The student will identify four verbs showing a state of being.

__X__ is	_____ sail
_____ rip	_____ was
_____ are	_____ has

SL 8. The student will identify the pronoun and its antecedent by underlining the pronoun and circling its antecedent.

(Mary) and John went to the store, but she didn't have any money.

B. Know types of sentences according to meaning; know and can identify subjects and predicates, basic modifiers; and begin to recognize fragment and run-on sentences

B. That meaning in language is based on a concept of "completeness"

SL 9. The student will identify the subject and predicate by separating them with a slash mark (/).

The big fat boy/ran slowly.

The huge lion/ate the food quickly.

The pretty little girl/lost her doll.

The little red school/was torn down.

B. Use a variety of sentence types (declarative, interrogative, etc.) in complete and correct forms according to accepted conventions

C. Know the purpose of common symbols of punctuation, of capitalization; know basic rules of spelling (as deemed appropriate); and know basic proofreading symbols and the benefits of proofreading	C. Use common symbols of punctuation; practice appropriate capitalization; evidence internalization of basic rules of spelling; and engage in successful proofreading experiences	C. That mechanics appropriate to conventional standards is an asset to effective communication

SL 10. The student will know and identify grammatically correct sentences by placing an X in front of each correctly written sentence.

_____ She are going to town.

__X__ He ate the hamburger.

_____ The school bell rang.

_____ He got the measles.

_____ She is right.

SL 11. The student will know and identify the use of a comma by punctuating the following informal note:

Dear Mary ,

Please come to my party. It will be Friday at 2:00.

Your friend

Jane

SL 12. The student will know and identify the use of a comma in a series by punctuating the following sentence.

The dress was red , white, and blue.

D. Know that purposes in using language may differ and that purpose determines choice of words, phrases, kinds of sentences and organization of ideas or the reporting of facts	D. Relate the knowledge to narrative examples, both oral and written, performed by the teacher, students, and by the literature to which the student is exposed	D. Exhibit an appreciation for models of language usage relating to different purposes and outcomes (narrative)

SL 13. John wanted a new bike for his birthday. Mother took him to the store. John looked and looked. He finally picked a blue bike.

What is the main idea of this story?

_____ A. buying a new truck

_____ B. buying a new car

_____ C. buying a new bus

__X__ D. buying a new bike

E. Know that words have relevance to purpose and that "effective" communication is the aim of language

E. Use a selection and form of expressions that are appropriate to a given purpose

E. That language is multi-purposed with regard to sharing and learning

SL 14. The bird nest was high in the tree. The baby birds were flapping their wings in the small nest. One of them fell to the ground.

The bird couldn't fly because B .

A. it was too hungry
B. it was too young
C. the tree was too high
D. it was sick

F. Know that certain relationships in meaning and form exist within word formations

F. That language is composed of comparative and anti-thetical elements which enhance communication

SL 15. The student will know and identify the basic word formation known as a compound by underlining the compound word in each sentence.

She ate the doughnut.
The baby fell in the doorway.
The stairwell was full of water.
The farmer had a pitchfork.

F. Use antonyms, synonyms, homonyms and other formulations of expression in enhancing the "effective" use of language

SL 16. The student will know and identify the words which make each underlined contraction.

didn't		they'd	
did not	X	they will	
will not		they did	
can not		they had	
did have		they have	

SL 17. The student will know and identify antonyms by matching the words below.

fat	full
hungry	thin
up	slow
fast	down

SL 18. The student will know and identify synonyms by matching the words below.

big	tiny
small	pretty
nice	large
beautiful	good

SL 19. The student will know and identify homonyms by matching the words below.

two	rain
dear	to
rein	blue
blew	deer

G. Know basic word formations such as tense, plurals, affixes, possessives, contractions, abbreviations, compounds, hyphenated words, etc., and know the rudiments of syllabication

G. Use these formations with effectiveness and consistency in written and oral communication

G. That language has both convention and potential for regulation of usage according to the user's purpose

SL 20. The student will know and identify verbs of present tense by placing an X on the line by each correct sentence.

__X__ Go to the store.

_____ He went to the store.

_____ I see a man.

_____ I am walking fast.

SL 21. The student will know and identify verbs of past tense by placing an X on the line by each correct sentence.

__X__ The team won the game.

_____ I will go home.

_____We went to the park.

_____ I ate fast.

SL 22. The student will know and identify words with prefixes by underlining each prefix in the following sentences.

He will repaint the house.

Unwrap the gift carefully.

Mom disapproves of playing in the street.

John will improve his work.

SL 23. The student will know and identify words with suffixes by underlining each suffix in the following sentences.

He is shorter.

The woman was helpless.

The bell is ringing.

The children jumped rope.

SL 24. The student will know and identify syllabicated words containing as many as three syllables by placing slash mark (/) between syllables in words similar to those below:

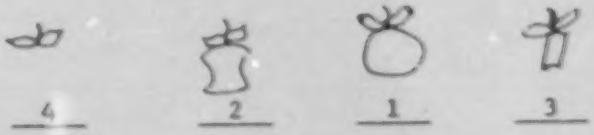
al/ways go/ing re/mem/ber

H. Know that certain combinations of language, both verbal and non-verbal, communicate

H. Use verbal and non-verbal means for "effective" communication

H. That everything a person does and says communicates

SL 25. The student will know and be able to order in proper sequence pictures which are out of order.



4 2 1 3

I. Know that metaphors, similes, and personification are basic to the symbolic process

I. Use these figurative devices effectively in oral and written communication

I. That language gives "life" and "understanding" to abstract notions

SL 26. The student will know and identify sentences containing metaphors by marking an X by each sentence containing a metaphor.

__X__ The clouds are cotton candy.

_____ The moon is the north wind's cookie.

_____ The sun is a golden earring.

SL 27. The student will know and identify sentences containing similes by making an X by each sentence containing a simile.

__X__ He is as slow as a snail.

_____ I'm as hungry as a bear.

_____ The cat looked like a tiger.

_____ The bear climbed over the mountain.

J. Know that language can be subtly manipulated to create imaginative or visual expressions

J. Use language that is subtly appropriate to a specified occasion

J. That language development is related to maturity and experience

SL 28. The student will know and identify imaginative or figurative language by choosing the two most interesting sentences and placing an X beside them.

_____ The boy ran home.

__X__ The clouds floated dreamily above.

__X__ The cat snarled loudly at the dog.

K. Know that there are different ways of looking at language

K. Exhibit a propensity for understandable variety in approaches to language

K. That language is a practicing science

No sample presently available.

SHAWNEE MISSION SCHOOLS
LANGUAGE ARTS
ASSESSMENT POOL

LISTENING AND VIEWING — SUMMATIVE GOALS AND INSTRUCTIONAL COMPONENTS — LEVEL 3

Knowledge	Skills	Values
THE STUDENT SHOULD KNOW the courtesies of listening and viewing and understand the action and sequence of what is presented.	THE STUDENT SHOULD BE ABLE TO attend to, understand, summarize, and respond to what he/she hears or views.	THE STUDENT SHOULD VALUE listening and viewing, concentration, and the opinions of his/her classmates.
Components:	Components:	Components:
A. Know the courtesies of listening and viewing	A. Listen courteously	A. Appreciate listening and viewing critically

TEST SPECIFICATIONS

LV 1. The student will know, identify, and demonstrate specific courtesies of listening and viewing. From a story, play, or poem the student will select courteous behavior of both speaker and listeners.

LV 2. The student will evaluate his own listening and viewing courtesies.

B. Know how to summarize what is presented

B. Appreciate listening and viewing courteously

LV 3. The student will demonstrate he knows how to summarize an oral or written presentation.

B. Comprehend and follow oral directions

C. Understand main idea and relevant idea

D. Expand vocabulary

E. Concentrate in audience situation

F. Develop auditory and visual memory

G. Draw simple relationships and inferences

C. Appreciate the extension of audio-visual perception

D. Appreciate the exchange of opinions and ideas

E. Appreciate creative process

SHAWNEE MISSION SCHOOLS
LANGUAGE ARTS
ASSESSMENT POOL

LITERATURE AND READING K-3

LITERATURE AND READING — SUMMATIVE GOALS AND INSTRUCTIONAL COMPONENTS — LEVEL 3

Knowledge	Skills	Values
THE STUDENT SHOULD KNOW that language is a tool for exchanging information and appears in different forms.	THE STUDENT SHOULD BE ABLE TO use basic receptive skills to recognize different literary types.	THE STUDENT SHOULD VALUE different literary forms.
Components:	Components:	Components:
The student should know that literary selections are presented in these forms: 1. Short story 2. Fable, folk tale, myth, legend 3. Biography 4. Drama 5. Poetry	A. Literal Comprehension: For a given literary selection or selections, the student should be able to recognize: 1. A specified number of facts 2. Chronological order of events 3. Main idea 4. Difference between factual and non-factual elements 5. Similarities and differences in presentation of comparable content.	A. Value literary form at literal, interpretive, and application levels

TEST SPECIFICATIONS

LR 1. The student will be able to identify a story of fact and a fairy tale, given titles with which he is familiar.

LR 2. The student will be able to identify a story or a play.

LR 3. The student should be able to identify a story of fact or a rhyme.

LR 4. The student will be able to recognize the main idea of a brief paragraph by selecting the best main idea.

Danny woke up early and washed for breakfast. He ran down the stairs to the breakfast table. Danny ate a big breakfast of pancakes and eggs. He was ready for school after he had eaten.

_____ 1. Danny and his skates

_____ 2. Danny and his sister

_____ 3. Tom and his breakfast

__X__ 4. Danny gets ready for school.

B. Interpretive Comprehension: For a given literary selection, the student should be able to recognize:
1. That predictions can be made relative to what will happen next or at the end
2. That some information is implied rather than literally stated
3. That appropriate conclusions are based on facts contained in the selection
4. That factual, opinionative, and fictional statements can be classified
5. That relationships exist between events, characters, and place

B. Value his own competence to know likenesses and differences in literary form

* LR 5. The student will be able to predict the outcome of a story by selecting the correct choice from a group of choices.

Susan ran home from school. She wanted an apple to eat. Her mother gave her an apple.

__X__ 1. Susan ate the apple.

_____ 2. Susan fell asleep.

_____ 3. The apple ran away.

_____ 4. She gave the apple away.

C. Analytical Comprehension: For a given literary selection, the student should be able to recognize that the structural and literary elements can be analyzed:
1. Characters will have traits and/or feelings
2. Plot reveals the pattern of incidents
3. Each selection has a central theme
4. Each selection has a setting
5. Each selection has a mood or tone
6. Each selection has a particular style

C. Value the opportunity to express, in both oral and written communication, personal feelings and opinions regarding different literary forms

D. Value the exposure to a variety of literary forms for personal reading, listening, and viewing

*At the present time the test items for Reading and Literature do not represent an exhaustive collection of items. These items represent a beginning for Reading and Literature evaluation.

As a source for other items, the teacher may consider the reading program as it exists in his/her school as it relates to the district Reading Scope and Sequence Cards. Not only should the district Reading Scope and Sequence of objectives and skills be used for its importance in the reading process, it should be used as a resource for Literature and Reading test items.

Inherent in the philosophy of testing Literature and Reading is the use of items derived from other subject matter fields. This particular suggestion would be to use math, science, social studies, and library skills as sources for additional Literature and Reading test items. Criterion - Referenced Test by EPIC also is available.

The materials at the Language Arts Resource Center provide additional sources for evaluative experiences, provided that they are consistent with the particular school's Literature and Reading instruction.

SHAWNEE MISSION SCHOOLS
LANGUAGE ARTS
ASSESSMENT POOL

SPEAKING — SUMMATIVE GOALS AND INSTRUCTIONAL COMPONENTS — LEVEL 3

Knowledge	Skills	Values
THE STUDENT SHOULD KNOW how to adapt spoken language to a specific situation.	THE STUDENT SHOULD BE ABLE TO communicate ideas orally in a concise, meaningful manner, in correct sequence, appropriate to the situation.	THE STUDENT SHOULD VALUE and appreciate pertinent oral language.
Components:	Components:	Components:
A. Know various kinds of sentences 1. Declarative 2. Interrogative 3. Imperative 4. Exclamatory	A. Speak loudly and clearly enough to be understood	A. Appreciate courteous speaking

TEST SPECIFICATIONS

S 1. The student will identify orally various types of sentences. (C3)

S 2. The student will select and use vocabulary appropriate to the situation by underlining words which do not fit the meaning of a sentence or paragraph.

The child cried with sadness as he told the joke.

The mother climbed upward as she went down the ladder.

The braces on June's teeth made them crooked.

Because his feet hurt, daddy jogged a mile.

B. Know vocabulary appropriate to the situation	B. Express a complete thought	B. Appreciate feeling of self-confidence in speaking
C. Know appropriate word usage	C. Avoid run-on fashion of talking	

S 3. The student will select in writing and speaking sentences or paragraphs which express a complete thought.

__X__ John ate the banana.

_____ She gets a stomach ache.

_____ She ran to the store and got some pop and got a bag of chips and got some dip and went home.

_____ in the driveway.

D. Know sequential order

D. Narrate in proper sequence

S 4. The student will be able to speak using sequential order. (See Composition H)

E. Know courteous speaking

E. Use courteous speech
1. Telephone
2. Committees
3. Adults

S 5. The student will know and use courteous speech by choosing courteous expressions.

__X__ "Will you please open the door?" she asked.

_____ "Give me a drink," demanded Terri.

__X__ Please turn down the volume.

__X__ Jane said, "Thank you for the candy."

F. Give directions explicitly

G. Relate personal experience

H. Relate factual material accurately

I. Participate in creative dramatics

LASS/ACHIEVEMENT-AWARENESS RECORD
SHAWNEE MISSION SCHOOLS
KINDERGARTEN

STUDENT _____

SCHOOL _____

USING THE LASS/ACHIEVEMENT-AWARENESS RECORD

At a time or times thought to be appropriate, the teacher may indicate the level of achievement-awareness for individual students relative to district Language Arts goals and instructional components.

The components specifically for kindergarten are written in upper and lower case. When a summative component has not been broken down by grade level, the component appears in capital letters.

Some components lend themselves to achievement level types of responses while others limit themselves to a situation where the teacher must subjectively evaluate the receptivity of the student (awareness).

The record categories are to be read:
1 = The student has demonstrated a high level of achievement-awareness among his/her peers.
2 = The student has demonstrated an average level of achievement-awareness among his/her peers and further diagnosis of knowledge and skills may be necessary.
3 = The student has demonstrated a low level of achievement-awareness among his/her peers and reviewing and/or reteaching will probably be necessary.

It should be pointed out again that Scope and Sequence, at this point in its development, does not pretend to represent a total language arts program which anticipates the needs and experiences of all students. The teacher must function as an effective instructional decision maker.

Scope and Sequence, however, establishes a foundation for identifying, developing, and implementing a program of fundamentals which has been identified by district teachers.

COMPOSITION	1	2	3	Date
Dictate a simple idea				
Recognize declarative and interrogative sentences in oral form				
Recognize capital letters for proper nouns, "I," sentence beginnings, end punctuation and question mark				
View the student's own words in written form after dictation				
Organize ideas into proper sequence in oral language				
Dictate an appropriate title for a picture or chart				
Dictate personal experience stories				
Dictate friendly letters and thank you notes				
Retell stories that have been presented				
STUDY OF LANGUAGE	**1**	**2**	**3**	**Date**
Provide (by teacher) correct models of oral expression				

STUDY OF LANGUAGE (CONT.)	1	2	3	Date
USE A VARIETY OF SENTENCE TYPES (DECLARATIVE, INTERROGATIVE, ETC.) IN COMPLETE AND CORRECT FORMS AND ACCORDING TO ACCEPTED CONVENTIONS				
USE COMMON SYMBOLS OF PUNCTUATION; PRACTICE APPROPRIATE CAPITALIZATION; EVIDENCE INTERNALIZATION OF BASIC RULES OF SPELLING; AND ENGAGE IN SUCCESSFUL PROOFREADING EXPERIENCES				
USE A SELECTION AND FORM OF EXPRESSIONS THAT ARE APPROPRIATE TO A GIVEN PURPOSE				
Use antonyms, synonyms, and homonyms in oral language (not terms)				
Provide (by teacher) oral language models of formations such as contractions, compound words, affixes, and tense				
USE VERBAL AND NON-VERBAL MEANS FOR EFFECTIVE COMMUNICATION				
Listen to experiences using simile and personification				

CONTINUED ON BACK

USE LANGUAGE THAT IS SUBTLY APPROPRIATE TO A SPECIFIC OCCASION				
LISTENING AND VIEWING				
LISTEN COURTEOUSLY				
UNDERSTAND MAIN AND RELEVANT IDEA				
COMPREHEND AND FOLLOW ORAL DIRECTIONS				
DRAW SIMPLE RELATIONSHIPS AND INFERENCES				
DEVELOP AUDITORY AND VISUAL MEMORY				
EXPAND VOCABULARY				
CONCENTRATE IN AUDIENCE SITUATION				
LITERATURE AND READING	1	2	3	
LITERAL COMPREHENSION: FOR A GIVEN LITERARY SELECTION, THE STUDENT SHOULD BE ABLE TO RECOGNIZE: 1. A SPECIFIED NUMBER OF FACTS 2. CHRONOLOGICAL ORDER OF EVENTS 3. MAIN IDEA 4. DIFFERENCE BETWEEN FACTUAL AND NON-FACTUAL ELEMENTS 5. SIMILARITIES AND DIFFERENCES IN PRESENTATION OF COMPARABLE CONTENT				
INTERPRETIVE COMPREHENSION: FOR A GIVEN LITERARY SELECTION, THE STUDENT SHOULD BE ABLE TO RECOGNIZE: 1. THAT PREDICTIONS CAN BE MADE RELATIVE TO WHAT WILL HAPPEN NEXT OR AT THE END 2. THAT SOME INFORMATION IS IMPLIED RATHER THAN LITERALLY STATED 3. THAT APPROPRIATE CONCLUSIONS ARE BASED ON FACTS CONTAINED IN THE SELECTION 4. THAT FACTUAL, OPINIONATIVE, AND FICTIONAL STATEMENTS CAN BE CLASSIFIED 5. THAT RELATIONSHIPS EXIST BETWEEN EVENTS, CHARACTERS, AND PLACE				

LITERATURE AND READING (CONT.)	1	2	3	Date
ANALYTICAL COMPREHENSION: FOR A GIVEN LITERARY SELECTION, THE STUDENT SHOULD BE ABLE TO RECOGNIZE THAT THE STRUCTURAL AND LITERARY ELEMENTS CAN BE ANALYZED: 1. CHARACTERS WILL HAVE TRAITS AND/OR FEELINGS 2. PLOT REVEALS THE PATTERN OF INCIDENTS 3. EACH SELECTION HAS A CENTRAL THEME 4. EACH SELECTION HAS A SETTING 5. EACH SELECTION HAS A MOOD OR TONE 6. EACH SELECTION HAS A PARTICULAR STYLE				
SPEAKING	1	2	3	
SPEAK LOUDLY AND CLEARLY ENOUGH TO BE UNDERSTOOD				
EXPRESS A COMPLETE THOUGHT				
Provide (by teacher) the child with a model of oral expression that is clear and concise				
NARRATE IN PROPER SEQUENCE				
Use courteous speech: Proper names and titles, taking turns talking, practicing social amenities (such as saying good morning, excuse me, please, thank you, etc.)				
Demonstrate how to do something. Begin to give directions, using temporal, ordinal, spatial, and directional words				
RELATE PERSONAL EXPERIENCE				
RELATE FACTUAL MATERIAL ACCURATELY				
Participate in creative dramatics: puppetry, role playing, plays, choral speaking, and finger plays				

Teacher

Date

LASS/ACHIEVEMENT-AWARENESS RECORD
SHAWNEE MISSION SCHOOLS
FIRST GRADE

STUDENT _____

SCHOOL _____

USING THE LASS/ACHIEVEMENT-AWARENESS RECORD

At a time or times thought to be appropriate, the teacher may indicate the level of achievement-awareness for individual students relative to district Language Arts goals and instructional components.

The components specifically for first grade are written in upper and lower case. When a summative component has not been broken down by grade level, the component appears in capital letters.

Some components lend themselves to achievement level types of responses while others limit themselves to a situation where the teacher must subjectively evaluate the receptivity of the student (awareness).

The record categories are to be read:
1 = The student has demonstrated a high level of achievement-awareness among his/her peers.
2 = The student has demonstrated an average level of achievement-awareness among his/her peers and further diagnosis of knowledge and skills may be necessary.
3 = The student has demonstrated a low level of achievement-awareness among his/her peers and reviewing and/or reteaching will probably be necessary.

It should be pointed out again that Scope and Sequence, at this point in its development, does not pretend to represent a total Language Arts program which anticipates the needs and experiences of all students. The teacher must function as an effective instructional decision maker.

Scope and Sequence, however, establishes a foundation for identifying, developing, and implementing a program of fundamentals which has been identified by district teachers.

COMPOSITION	1	2	3	Date
Write a simple sentence				
Recognize declarative and interrogative sentences in oral and written communication				
Use capital letters for proper nouns, "I," beginning and end punctuation, period and question mark in written form				
Introduce naming and words of action				
Copy dictated stories (student's own story)				
Organize ideas into proper sequence and proper relationships in oral language				
Write an appropriate title for a picture or chart				
Write realistic and imaginative stories and rhymes				
Write friendly letters and thank you notes				
Write about stories that have been presented				

STUDY OF LANGUAGE	1	2	3	Date
Recognize singular, plural, common and proper nouns, pronouns, and action verbs				
Capitalize initials, proofread (particularly punctuating, capitalizing, and spelling)				
SELECT FORMS OF EXPRESSION SUITABLE TO A GIVEN PURPOSE				
Use antonyms, synonyms, homonyms for effective use of language				
Use contractions, compound words, affixes, and correct tense				
USE APPROPRIATE VERBAL AND NON-VERBAL MEANS FOR EFFECTIVE COMMUNICATION				
Introduce (by teacher) concepts of simile and personification				
USE LANGUAGE APPROPRIATE TO THE SITUATION				
LISTENING AND VIEWING	**1**	**2**	**3**	**Date**
LISTEN COURTEOUSLY				
Understand main idea and relevant details				
Listen to and follow oral directions				

See relationships and draw simple inferences				
Develop auditory and visual recall				
Expand receptive vocabulary				
Concentrate in audience situation				
LITERATURE AND READING	1	2	3	Date
LITERAL COMPREHENSION: FOR A GIVEN LITERARY SELECTION, THE STUDENT SHOULD BE ABLE TO RECOGNIZE: 1. A SPECIFIED NUMBER OF FACTS 2. CHRONOLOGICAL ORDER OF EVENTS 3. MAIN IDEA 4. DIFFERENCE BETWEEN FACTUAL AND NON-FACTUAL ELEMENTS 5. SIMILARITIES AND DIFFERENCES IN PRESENTATION OF COMPARABLE CONTENT				
INTERPRETATIVE COMPREHENSION: FOR A GIVEN LITERARY SELECTION, THE STUDENT SHOULD BE ABLE TO RECOGNIZE: 1. THAT PREDICTIONS CAN BE MADE RELATIVE TO WHAT WILL HAPPEN NEXT OR AT THE END 2. THAT SOME INFORMATION IS IMPLIED RATHER THAN LITERALLY STATED 3. THAT APPROPRIATE CONCLUSIONS ARE BASED ON FACTS CONTAINED IN THE SELECTION 4. THAT FACTUAL, OPINIONATIVE, AND FICTIONAL STATEMENTS CAN BE CLASSIFIED 5. THAT RELATIONSHIPS EXIST BETWEEN EVENTS, CHARACTERS, AND PLACE				
ANALYTICAL COMPREHENSION: FOR A GIVEN LITERARY SELECTION, THE STUDENT SHOULD BE ABLE TO RECOGNIZE THAT THE				

LITERATURE AND READING	1	2	3	Date
STRUCTURAL AND LITERARY ELEMENTS CAN BE ANALYZED: 1. CHARACTERS WILL HAVE TRAITS AND/OR FEELINGS 2. PLOT REVEALS THE PATTERN OF INCIDENTS 3. EACH SELECTION HAS A CENTRAL THEME 4. EACH SELECTION HAS A SETTING 5. EACH SELECTION HAS A MOOD OR TONE 6. EACH SELECTION HAS A PARTICULAR STYLE				
SPEAKING	1	2	3	Date
SPEAK LOUDLY AND CLEARLY ENOUGH TO BE UNDERSTOOD				
EXPRESS A COMPLETE THOUGHT				
AVOID RUN-ON FASHION OF TALKING				
NARRATE IN PROPER SEQUENCE				
Use courteous speech and apply social amenities				
Give explicit directions				
RELATE PERSONAL EXPERIENCES				
RELATE FACTUAL MATERIAL ACCURATELY				
PARTICIPATE IN CREATIVE DRAMATICS				

Teacher

Date

LASS/ACHIEVEMENT-AWARENESS RECORD
SHAWNEE MISSION SCHOOLS
SECOND GRADE

STUDENT_____

SCHOOL_____

USING THE LASS/ACHIEVEMENT-AWARENESS RECORD

At a time or times thought to be appropriate, the teacher may indicate the level of achievement-awareness for individual students relative to district Language Art goals and instructional components.

The components specifically for second grade are written in upper and lower case. When a summative component has not been broken down by grade level, the component appears in capital letters.

Some components lend themselves to achievement level types of responses while others limit themselves to a situation where the teacher must subjectively evaluate the receptivity of the student (awareness).

The record categories are to be read:
1 = The student has demonstrated a high level of achievement-awareness among his/her peers.
2 = The student has demonstrated an average level of achievement-awareness among his/her peers and further diagnosis of knowledge and skills may be necessary.
3 = The student has demonstrated a low level of achievement-awareness among his/her peers and reviewing and/or reteaching will probably be necessary.

It should be pointed out again that Scope and Sequence, at this point in its development, does not pretend to represent a total Language Arts program which anticipates the needs and experiences of all students. The teacher must function as an effective instructional decision maker.

Scope and Sequence, however, establishes a foundation for identifying, developing, and implementing a program of fundamentals which has been identified by district teachers.

COMPOSITION	1	2	3	Date
Communicate a simple idea in writing of more than one sentence				
Recognize declarative, interrogative, and exclamatory sentences in oral and written form				
Use capital letters for proper nouns, "I," sentence beginnings and end punctuation, period, question mark and exclamation mark, in written form				
Introduce nouns and verbs				
Begin to use oral vocabulary in written work				
Organize ideas into proper sequence in written form				
Title appropriately his/her work using knowledge of capitalization				
Write original stories and poems				
Write friendly letters, thank you notes, and invitations				

COMPOSITION (CONT.)	1	2	3	Date
Write about stories that have been presented or the student has read				
STUDY OF LANGUAGE	1	2	3	Date
Apply his/her knowledge of nouns, verbs, and pronouns through group discussion and expand use of correct forms in oral and written expression				
Capitalize titles of persons and book titles				
Use antonyms, synonyms, homonyms for effective use of language (introduce terms)				
Introduce appropriate learning experiences with tense, contractions, compounds, hyphenated words and syllabication				
USE VERBAL AND NON-VERBAL MEANS FOR EFFECTIVE COMMUNICATION				
Introduce terms simile, metaphor, and personification				

USE LANGUAGE THAT IS SUBTLY APPROPRIATE TO A SPECIFIED OCCASION				
LISTENING AND VIEWING	1	2	3	Date
LISTEN COURTEOUSLY				
UNDERSTAND MAIN IDEA AND RELEVANT IDEA				
COMPREHEND AND FOLLOW ORAL DIRECTIONS				
DRAW SIMPLE RELATIONSHIPS AND INFERENCES				
DEVELOP AUDITORY AND VISUAL MEMORY				
EXPAND VOCABULARY				
CONCENTRATE IN AUDIENCE SITUATION				
LITERATURE AND READING	1	2	3	Date
LITERAL COMPREHENSION: FOR A GIVEN LITERARY SELECTION OR SELECTIONS, THE STUDENT SHOULD BE ABLE TO RECOGNIZE: 1. A SPECIFIED NUMBER OF FACTS 2. CHRONOLOGICAL ORDER OF EVENTS 3. MAIN IDEA 4. DIFFERENCE BETWEEN FACTUAL AND NON-FACTUAL ELEMENTS 5. SIMILARITIES AND DIFFERENCES IN PRESENTATION OF COMPARABLE CONTENT				
INTERPRETIVE COMPREHENSION: FOR A GIVEN LITERARY SELECTION, THE STUDENT SHOULD BE ABLE TO RECOGNIZE: 1. THAT PREDICTIONS CAN BE MADE RELATIVE TO WHAT WILL HAPPEN NEXT OR T THE END 2. THAT SOME INFORMATION IS IMPLIED RATHER THAN LITERALLY STATED 3. THAT APPROPRIATE CONCLUSIONS ARE BASED ON FACTS CONTAINED IN THE SELECTION 4. THAT FACTUAL, OPINIONATIVE, AND FICTIONAL STATEMENTS CAN BE CLASSIFIED 5. THAT RELATIONSHIPS EXIST BETWEEN EVENTS, CHARACTERS, AND PLACE				

LITERATURE AND READING (CONT.)	1	2	3	Date
ANALYTICAL COMPREHENSION: FOR A GIVEN LITERARY SELECTION, THE STUDENT SHOULD BE ABLE TO RECOGNIZE THAT THE STRUCTURAL AND LITERARY ELEMENTS CAN BE ANALYZED: 1. CHARACTERS WILL HAVE TRAITS AND/OR FEELINGS 2. PLOT REVEALS THE PATTERN OF INCIDENTS 3. EACH SELECTION HAS A CENTRAL THEME 4. EACH SELECTION HAS A SETTING 5. EACH SELECTION HAS A MOOD OR TONE 6. EACH SELECTION HAS A PARTICULAR STYLE				
SPEAKING	1	2	3	Date
SPEAK LOUDLY AND CLEARLY ENOUGH TO BE UNDERSTOOD				
EXPRESS A COMPLETE THOUGHT				
AVOID RUN-ON FASHION OF TALKING				
NARRATE IN PROPER SEQUENCE				
USE COURTEOUS SPEECH: 1. TELEPHONE 2. COMMITTEES 3. ADULTS				
GIVE DIRECTIONS EXPLICITLY				
RELATE PERSONAL EXPERIENCES				
RELATE FACTUAL MATERIAL ACCURATELY				
Participate in creative dramatics: puppetry, role playing, plays, choral speaking, and finger plays				

Teacher

Date

LASS/ACHIEVEMENT-AWARENESS RECORD
SHAWNEE MISSION SCHOOLS
THIRD GRADE

STUDENT _____

SCHOOL _____

USING THE LASS/ACHIEVEMENT-AWARENESS RECORD

At a time or times thought to be appropriate, the teacher may indicate the level of achievement-awareness for individual students relative to district Language Arts goals and instructional components.

The components specifically for third grade are written in upper and lower case. When a summative component has not been broken down by grade level, the component appears in capital letters.

Some components lend themselves to achievement level types of responses while others limit themselves to a situation where the teacher must subjectively evaluate the receptivity of the student (awareness).

The record categories are to be read:
1 = The student has demonstrated a high level of achievement-awareness among his/her peers.
2 = The student has demonstrated an average level of achievement-awareness among his/her peers and further diagnosis of knowledge and skills may be necessary.
3 = The student has demonstrated a low level of achievement-awareness among his/her peers and reviewing and/or reteaching will probably be necessary.

It should be pointed out again that Scope and Sequence, at this point in its development, does not pretend to represent a total Language Arts program which anticipates the needs and experiences of all students. The teacher must function as an effective instructional decision maker.

Scope and Sequence, however, establishes a foundation for identifying, developing, and implementing a program of fundamentals which has been identified by district teachers.

COMPOSITION	1	2	3	Date
Communicate a simple idea in paragraph form				
Write correct examples of declarative, interrogative, exclamatory, and imperative sentences				
Use correct punctuation and capitalization (introduce commas and quotation marks)				
Identify and use subject and predicate in writing sentences				
Use oral vocabulary in written work				
Organize ideas into proper sequence and proper relationships in written work				
Title appropriately his/her work to reflect the main idea				
Use a variety of forms to express himself/herself				
Write social letters and introduce business letters				
Put the ideas of others into the student's own words from stories and resource materials				

STUDY OF LANGUAGE	1	2	3	Date
Apply knowledge of possessive nouns, pronoun case, possessive pronouns, antecedent, active/passive verbs, auxiliaries, irregular verbs, subject/verb agreement, adjectives, and adverbs				
USE A VARIETY OF SENTENCE TYPES (DECLARATIVE, INTERROGATIVE, ETC.) IN COMPLETE AND CORRECT FORMS AND ACCORDING TO ACCEPTED CONVENTIONS				
Use common symbols of punctuation and capitalization				
Use a selection and form of expression that are appropriate to a given purpose: to inform, to entertain, or to persuade				
Use antonyms, synonyms, homonyms for the effective use of language				
Introduce appropriate learning experiences with tense, contractions, compounds, hyphenated words, and syllabication				
Use verbal and non-verbal means for communication: pantomime, gesture, facial expressions, maps, graphs, pictures, globes and dramatization				
Create learning experiences for using simile, metaphor, and personification				

Use language that is appropriate to the occasion				
LISTENING AND VIEWING	1	2	3	Date
LISTEN COURTEOUSLY				
UNDERSTAND MAIN IDEA AND RELEVANT IDEA				
COMPREHEND AND FOLLOW ORAL DIRECTIONS				
DRAW SIMPLE RELATIONSHIPS AND INFERENCES				
DEVELOP AUDITORY AND VISUAL MEMORY				
EXPAND VOCABULARY				
CONCENTRATE IN AUDIENCE SITUATION				
LITERATURE AND READING	1	2	3	Date
LITERAL COMPREHENSION: FOR A GIVEN LITERARY SELECTION OR SELECTIONS, THE STUDENT SHOULD BE ABLE TO RECOGNIZE: 1. A SPECIFIED NUMBER OF FACTS 2. CHRONOLOGICAL ORDER OF EVENTS 3. MAIN IDEA 4. DIFFERENCE BETWEEN FACTUAL AND NON-FACTUAL ELEMENTS 5. SIMILARITIES AND DIFFERENCES IN PRESENTATION OF COMPARABLE CONTENT				
INTERPRETIVE COMPREHENSION: FOR A GIVEN LITERARY SELECTION, THE STUDENT SHOULD BE ABLE TO RECOGNIZE: 1. THAT PREDICTIONS CAN BE MADE RELATIVE TO WHAT WILL HAPPEN NEXT OR AT THE END 2. THAT SOME INFORMATION IS IMPLIED RATHER THAN LITERALLY STATED 3. THAT APPROPRIATE CONCLUSIONS ARE BASED ON FACTS CONTAINED IN THE SELECTION 4. THAT FACTUAL, OPINIONATIVE, AND FICTIONAL STATEMENTS CAN BE CLASSIFIED 5. THAT RELATIONSHIPS EXIST BETWEEN EVENTS, CHARACTERS, AND PLACE				

LITERATURE AND READING (CONT.)	1	2	3	Date
ANALYTICAL COMPREHENSION: FOR A GIVEN LITERARY SELECTION, THE STUDENT SHOULD BE ABLE TO RECOGNIZE THAT THE STRUCTURAL AND LITERARY ELEMENTS CAN BE ANALYZED: 1. CHARACTERS WILL HAVE TRAITS AND/OR FEELINGS 2. PLOT REVEALS THE PATTERN OF INCIDENTS 3. EACH SELECTION HAS A CENTRAL THEME 4. EACH SELECTION HAS A SETTING 5. EACH SELECTION HAS A MOOD OR TONE 6. EACH SELECTION HAS A PARTICULAR STYLE				
SPEAKING	1	2	3	Date
SPEAK LOUDLY AND CLEARLY ENOUGH TO BE UNDERSTOOD				
EXPRESS A COMPLETE THOUGHT				
AVOID RUN-ON FASHION OF TALKING				
NARRATE IN PROPER SEQUENCE				
Use courteous speech: Introductions and naming others first				
GIVE DIRECTIONS EXPLICITLY				
RELATE PERSONAL EXPERIENCE				
RELATE FACTUAL MATERIAL ACCURATELY				
PARTICIPATE IN CREATIVE DRAMATICS				

Teacher

Date